DOCUMENT RESUME

ED 303 569 AA 001 186

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
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LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 303 570 CE 051 016

Holup, Linda L.; FitzGerald, Kathleen M.
West Virginia Women Business Owners: Current Study and Trends Report.
Women and Employment, Inc., Charleston, WV.
PUB DATE- May 88
NOTE- 70p.
AVAILABLE FROM- Women and Employment, Inc., 1217 Lee Street, Charleston, WV 25301 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Business Administration; Business Administration Education; Data Collection; *Employed Women; *Employment Opportunities; *Entrepreneurship; Financial Support; Risk; Role of Education; *Small Businesses; State Surveys
IDENTIFIERS- *West Virginia

This report profiles current West Virginia women business owners and notes significant trends in the last eight years. It highlights a subgroup of women business owners, specifically low income, single women with children. These survey areas are discussed: industry sector, type of ownership, reasons for going/not going into business, planning time, status of the business, hours spent on the business, perception of risk, start-up and ongoing concerns, resources, capitalization of the business, home-based businesses, jobs created, prior experience of the entrepreneur, and demographic information. General recommendations are made, including ongoing oral and written data collection; development and use of audiovisual materials; outreach training and counseling; educators' promotion of the development and use of a business; development, analysis, and use of a written business plan by women business owners; concerted action for information transfer between the urban and rural areas of the state; and access to capital for women business owners. Specific recommendations call for (1) women business owner and educator awareness of market trends, (2) education about forms of legal ownership, (3) a better understanding of the risk, and (4) development of a network of associates to assist the entrepreneur. Data, the instrument, and case studies are appended. (YLB)

ED 303 571 CE 051 500

Effective Communication. Successful Living Skills.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 313p.; For related documents, see CE 051 501-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1008--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Classroom Techniques; Communication Apprehension; *Communication Skills; Course Content; *Daily Living Skills; Expressive Language; Inferences; *Interpersonal Communication; Language Skills; Learning Activities; Learning Modules; Lesson Plans; *Letters (Correspondence); Nonverbal Communication; Postsecondary Education; Receptive Language; Secondary Education; *Skill Development; Social Cognition; Speech Communication; State Curriculum Guides; Teaching Methods; Telephone Usage Instruction; Test Items; Units of Study; Verbal Communication
IDENTIFIERS- Oklahoma

This module on effective communication is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module contains teacher and student materials that are planned to help students become more relaxed, prepared, and confident when using written and verbal communications. Six units cover the following topics: (1) understanding communications; (2) improving communication; (3) using words correctly; (4) giving oral presentations; (5) planning written communication; and (6) writing letters and reports. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 572 CE 051 501

Effective Employment Practices. Successful Living Skills.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 224p.; For related documents, see CE 051 500-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1001--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Development; *Career Planning; Classroom Techniques; Course Content; *Daily Living Skills; *Employment Interviews; Employment Potential; Job Applicants; *Job Application; *Job Search Methods; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Money Management; Payroll Records; Postsecondary Education; Resumes (Personal); Secondary Education; *Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Wages
IDENTIFIERS- Oklahoma

This module on effective employment practices is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students plan careers and find and keep a job. Five units cover the following topics: (1) career planning; (2) job search and application; (3) job interview; (4) paycheck; and (5) succeeding on the job. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 573 CE 051 502

Managing Personal Matters. Successful Living Skills.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 214p.; For related documents, see CE 051 500-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1000--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Daily Living Skills; Death; *Insurance; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; *Recordkeeping; Risk; Secondary Education; *Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; *Wills
IDENTIFIERS- Oklahoma

This module on managing personal matters is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students maintain personal records, obtain insurance, and deal with funerals and wills. Six units cover the following topics: (1) personal records; (2) risk management; (3) health insurance; (4) life insurance; (5) property insurance; and (6) wills and funerals. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 574 CE 051 503

Effective Social Skills. Successful Living Skills.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 92p.; For related documents, see CE 051 500-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1010--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Daily Living Skills; Decision Making Skills; *Human Relations; *Interpersonal Competence; Interpersonal Relationship; Learning Activities; Learning Modules; Lesson Plans; Popularity; Postsecondary Education; Secondary Education; *Skill Development; Social Adjustment; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Values; Values Clarification
IDENTIFIERS- *Etiquette; Oklahoma

This module on social skills is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students interact with peers and conduct themselves during formal and informal occasions. Two units cover the following topics: (1) peer relations and (2) social and entertainment skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 575 CE 051 504

Successful Human Relations. Successful Living Skills.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 159p.; For related documents, see CE 051 500-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1002--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Behavior Change; Change Strategies; Classroom Techniques; *Coping; Course Content; *Daily Living Skills; Goal Orientation; *Human Relations; Interpersonal Relationship; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Sensitivity Training; *Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Units of Study; Values; Values Clarification
IDENTIFIERS- Oklahoma

This module on human relations is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students understand the importance of human relations and improve human relations skills. Three units cover the following topics: (1) understanding human relations; (2) developing attitudes; and (3) coping skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 576 CE 051 505

Successful Study Habits. Successful Living Skills.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 164p.; For related documents, see CE 051 500-506.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1007--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Classroom Techniques; Course Content; *Daily Living Skills; Learning Activities; Learning Modules; Learning Strategies; Lesson Plans; Postsecondary Education; Secondary Education; *Skill Development; State Curriculum Guides; Study Habits; *Study Skills; Teaching Methods; Test Items; *Test Wiseness; *Time Management; Units of Study
IDENTIFIERS- Oklahoma

This module on successful study habits is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module contains teacher and student materials that are planned to allow students to identify areas that they need to improve in order to perform their best in school and still have time to spend doing other activities. Three units cover the following topics: (1) time management; (2) developing effective learning techniques; and (3) effective test taking. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

ED 303 577 CE 051 506

Basic Automotive Responsibilities. Successful Living Skills.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 129p.; For related documents, see CE 051 500-505.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1005--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Consumer Economics; Course Content; *Daily Living Skills; *Insurance; Learning Activities; Learning Modules; Lesson Plans; *Maintenance; *Motor Vehicles; Postsecondary Education; Repair; Secondary Education; *Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Oklahoma

This module on basic automotive responsibilities is one of a series of modules designed to help students to become more self-sufficient in their personal and professional lives. This module contains teacher and student materials that are planned to take the student through the steps necessary for buying, maintaining, and using a motor vehicle. Five units cover the following topics: (1) buying a motor vehicle; (2) maintaining a motor vehicle; (3) purchasing motor vehicle insurance; (4) planning a trip; and (5) using a road map. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. (KC)

ED 303 578 CE 051 619

International Conference on Vocational Guidance (5th, Hyogo, Japan, November 2-4, 1986). Final Report.
Ashiya Univ., Hyogo (Japan).
SPONS. AGENCY- Ministry of Education, Tokyo (Japan).
PUB DATE- Jun 87
NOTE- 267p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Choice; Career Education; *Career Guidance; Educational Change; Educational Improvement; *Educational Trends; Education Work Relationship; Employment Practices; Females; Foreign Countries; *Older Adults; Postsecondary Education; Secondary Education; Teaching Methods; *Technological Advancement; *Vocational Evaluation; Womens Education
IDENTIFIERS- *Fukuyama Profile; Germany; Great Britain; Japan; USSR

These proceedings contain 36 presentations: "Vocational Guidance: Current Issues" (Marland); "Academic Excellence--Its Meaning for Hawaii's Schools" (Barney); "Educational Level or Occupational Activity and Intelligence Level" (Dupont); "The Organization and Administration of Career Guidance in the Educational Sphere in Great Britain" (Hoxter); "The Influence of Educational Reform Proposals on Vocational Guidance in American Elementary and Secondary Education" (Hoyt); "Current Issues of Vocational Guidance" (Kudo); "Vocational Guidance for Women--New York City" (Kuritzkes); "Educational Renewing Influence on Vocational and School Guidance in France" (Pellerano); "Recent Developments in the Educational System" (Rangel); "Tendencies of Education and the Employment System in the Federal Republic of Germany and the Significance for Vocational Guidance" (Zenke); "Pedagogical Technology" (Rohrs); "Vocational Orientation as an Integrate Part of the Socialist General Education in the German Democratic Republic" (Siebel); "The Fukuyama Profile Administration in Hawaii 1982, 1985 and 1986" (Barney); "The New Computer Version of the Fukuyama Profile" (Inaba); "Some Observations on Administering the Fukuyama Profile in Schools in Birmingham" (Rangel); "Implementation of the F-Test in New York City, October, 1985" (Weingart); "F-Test for Appraising the Ability to Choose Methodically among Occupations" (Zenke); "The Development of Junior High School Student Ability in Occupational Selection" (Nishida); "Vocational Guidance in the Unified Continuous Education System of the Soviet Union" (Zhiltsov); "Special Problems in Vocational Guidance Posed by Rapidly Advancing Technology" (Christ-Janer); "Relationships between Psychological Aspects and Vocational Choice during the Period 1974-1982" (Dupont); "The Impact of Technology on Occupational Change in the United States" (Hoyt); "Career Education and the Changing Structure of Work" (Inaba); "Vocational Guidance and Technology's Promise" (Kuritzkes); "New Technologies and Guidance in the Industrially Advanced Countries" (Pellerano); "Technology and Responsibility" (Rohrs); "Educational Reform in the Soviet Union and Its Impact on Vocational Guidance" (Tatur); "Experiences of the German Democratic Republic on Special Problems of Vocational Orientation" (Siebel); "Issues Currently Facing Vocational Guidance" (Fukuyama); "Vocational Guidance and the Aging Society" (Hiroi); "Channeling the Energies of an Aging Population into a Productive and Fulfilling Old Age" (Hoxter); "Educational Reforms to Cope with the Society of Longer Life Span" (Kida); "The Role Vocational Guidance Should Play in Channeling the Energies of an Aging Population into Productive and Fulfilling Old Age" (two papers, one by Kudo and one by Rohrs); "Vocational Guidance: Serving the Aging Population" (Marland); and "Vocational Guidance Beacon for the Fulfillment of Old Age" (Weingart). (KC)

ED 303 579 CE 051 637

Gilbertson, Alan; And Others
Characteristics and Experiences Related to VTAE Programs That Encourage and/or Inhibit Entrepreneurial Competencies. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jul 88
NOTE- 191p.
GRANT- 30-101-150-318
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Educational Needs; *Education Work Relationship; *Entrepreneurship; Graduate Surveys; Needs Assessment; *School Role; Secondary Education; State Surveys; Student Attitudes; Teacher Attitudes; Technical Education; *Vocational Education
IDENTIFIERS- *Vocational Technical Adult Education Districts; *Wisconsin

A study examined the characteristics and features of vocational, technical, and adult education (VTAE) programs that encourage and/or inhibit entrepreneurship competencies. The study population included random samples of 50 students drawn from each of Wisconsin's VTAE districts, 30 occupational instructors from each district, and 30 graduates of VTAE programs in each of the districts (with a minimum of 10 entrepreneurs in each group of graduates). It was concluded that additional workshops should be provided to present information related to the competencies needed to start a business and that VTAE programs themselves should provide more information on entrepreneurship. The following conclusions were also drawn: VTAE districts should provide students with access to services and people to help assess the potential and feasibility of their entrepreneurial ideas; the districts' distance learning capabilities, uplinks, downlinks, and interactive video should be used to expose students and district residents to entrepreneurs and entrepreneurial education; and VTAE districts should periodically survey their graduates to determine their entrepreneurial activities and needs. (Three-quarters of the document is comprised of appendixes. These include a project information bulletin; agendas of the project advisory committee meetings; the student, instructor, and graduate survey instruments and instructions for administering them; data tables; and written comments on the surveys.) (MN)

ED 303 580 CE 051 640

Njie, Valerie; Cramer, Elizabeth
Bidwell Pre-Computer Literacy Program. An Evaluation of IBM's Principle of the Alphabet Literacy System (PALS).
Bidwell Training Center, Inc., Pittsburgh, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Sep 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; *Computer Managed Instruction; Computer Software; Equipment; *Literacy Education; Open Enrollment; Outcomes of Education; Phonemics; *Program Effectiveness; *Reading Instruction; Teaching Methods; Typewriting; Word Processing; Writing Instruction
IDENTIFIERS- 310 Project; *Principle of the Alphabet Literacy System

The Bidwell Training Center, Inc., in Pittsburgh, Pennsylvania, evaluated the effectiveness of IBM's Principle of the Alphabet Literacy System (PALS), an interactive instructional program to teach adolescents and adults writing and reading skills. Bidwell's goal was to use PALS to teach large numbers of adults who read below the fifth-grade level. Every effort was made to implement the PALS program strictly as outlined by IBM. However, the center conducted 15-week cycles rather than the recommended 20-week cycles, with open entry. The computer lab, which cost approximately $50,000, was sectioned into three major work stations. Students used INfo-window stations, a double-sided instructional videodisc, a work journal, word processing stations, and a typing program. Students who tested at grades 2-4 level at the beginning of the program fared best, advancing an average of 1.7 grade levels by the end of the program. Students below this level were little helped, but would have been screened out by IBM. Bidwell concluded that PALS can be an effective tool in teaching adults to read and write, but suggested both improvements to the program and ways to incorporate PALS into a holistic instructional approach using phonemics, linguistics, language expression, structural analysis, and multilevel comprehension techniques. (KC)

ED 303 581 CE 051 649

Lovitt, Thomas C.; Ballew, Constance
Self-Management Tactics.
Washington Univ., Seattle.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 88
NOTE- 130p.
CONTRACT- 300-85-0174
GRANT- G008730143
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Employment Potential; *Goal Orientation; *Independent Study; Job Skills; Learning Activities; Secondary Education; *Self Actualization; *Self Determination; *Self Evaluation (Individuals); Self Help Programs; *Time Management

This collection of self-management tactics is intended for teachers to use in helping secondary school students acquire and improve their self-management skills. The tactics are subdivided into sections devoted to self-recording, self-evaluating, self-selecting, using combinations of individual self-management tactics, and training. The following are among the tactics/skills included: elevating academic and social behavior, establishing independent on-task behavior, self-monitoring to improve homework completion, role-playing to enhance vocational skills, identifying and applying advance organizers, self-monitoring to increase classroom participation, rewarding accuracy to maintain behavior gains, assuming evaluative responsibility, improving handwriting through self-instruction, using visual imagery and self-questioning, writing contracts for homework completion, participating in goal setting, making responsible choices, and identifying antecedents and consequences of behavior. Each individual section includes the following parts: background, who can benefit, procedures for introducing the technique, procedures for monitoring students' mastery of the technique, modifications/considerations, and the source of the technique. (MN)

DOCUMENT RESUME

ED 303 582 CE 051 658

Hearing on Issues Relating to National Youth Service. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 30 Jun 87
NOTE- 116p.; Serial No. 100-42. For related documents, see CE 051 659-661.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Basic Education; Citizen Participation; Community Development; Demonstration Programs; Disadvantaged Youth; Educational Needs; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Job Training; *Models; Postsecondary Education; Program Effectiveness; Program Implementation; Public Policy; *Public Service; Young Adults
IDENTIFIERS- Congress 100th; Proposed Legislation; *Youth Service

This document contains transcripts of oral and written testimony from witnesses at a hearing on National Youth Service. National Youth Service is a broad concept that will allow the youth of the United States to serve their country and communities through public service. Youth Service members could, after completing their service, receive education benefits in exchange for those services. Witnesses included youth service volunteers, former youth program participants, educators, and various congressional representatives. At the hearing, the witnesses explored various ideas for youth service, and looked at model programs, such as the Peace Corps, the Job Corps, the Reserve Officers Training Commission (ROTC), and other types of youth programs. Witnesses discussed the advisability of making youth service voluntary or compulsory, the types of youths who would join and the types of youths who should benefit, and the need for civic responsibility. Benefits from previous programs were outlined, and calls were made for some type of national youth service. (KC)

ED 303 583 CE 051 659

Hearing on H.R. 18, American Conservation Corps Act of 1987. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 21 May 87
NOTE- 111p.; Serial No. 100-24. Document contains some small type.
AVAILABLE FROM- Congressional Sales Office, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Conservation (Environment); Federal Aid; Federal Legislation; *Federal Programs; Hearings; Minority Groups; *On the Job Training; Secondary Education; Unemployment; Young Adults; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Congress 100th; Proposed Legislation

This document contains testimony from a congressional hearing on a bill to create the American Conservation Corps. Its focus is the need for this direct federal program for young people that would combine both full-time employment and an opportunity for education and on-the-job training. Testimony includes statements, prepared statements, letters, and supplemental materials from U.S. representatives and senators and from individuals representing Public/Private Ventures, Inc.; National Association of Service and Conservation Corps; Wisconsin Conservation Corps; Shell Oil Corp.; Texas Conservation Corps; National Recreation and Park Association; Human Environment Centers; East Bay Conservation Corps., Oakland, California; National Congress of American Indians; and the National Youth Leadership Council. (YLB)

ED 303 584 CE 051 660

Hearing on National Youth Corps, H.R. 18 and H.R. 460. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 15 Jun 88
NOTE- 48p.; Serial No. 100-81. For related documents, see CE 051 658-661.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Basic Education; Citizen Participation; Community Development; *Disadvantaged Youth; Educational Needs; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Job Training; Postsecondary Education; Program Implementation; Public Policy; *Public Service; Young Adults
IDENTIFIERS- Congress 100th; Pennsylvania; *Youth Service

This document contains transcripts of oral and written testimony from witnesses at a hearing on H.R. 18 and H.R. 460, which would create a National Youth Corps. The National Youth Corps proposal links two other proposals, the Conservation Corps bill and the National Youth Service bill, into a comprehensive bill to provide alternatives for youth in both urban and rural areas. The National Youth Corps bill proposes to hire young people to perform public service, such as conservation and clean-up chores, at minimum wage. The Youth Corps also would provide some education, provide job-placement assistance after the 2-year program, and possibly provide dormitory-style housing and supervision. Testimony from Scott Thomson, Executive Director of the National Association of Secondary School Principals, and Harris Wofford, Secretary of Labor and Industry of Pennsylvania, is included, along with prepared statements from a Civilian Conservation Corps alumnus and from Representative Wayne Dowdy and Senator Daniel Patrick Moynihan, as well as the two witnesses. (KC)

ED 303 585 CE 051 661

Hearing on National Youth Corps, H.R. 18 and H.R. 460. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (May 11 and 24, 1988).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- May 88
NOTE- 125p.; Serial No. 100-75. For related documents, see CE 051 658-660.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Basic Education; Citizen Participation; Community Development; *Disadvantaged Youth; Educational Needs; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Job Training; Postsecondary Education; Program Implementation; Public Policy; *Public Service; Young Adults
IDENTIFIERS- Congress 100th; Proposed Legislation; *Youth Service

This document contains transcripts of oral and written testimony from witnesses at a hearing on H.R. 18 and H.R. 460, which would create a National Youth Corps. The National Youth Corps proposal links two other proposals, the Conservation Corps bill and the National Youth Service bill, into a comprehensive bill to provide alternatives for youth in both urban and rural areas. The National Youth Corps bill proposes to hire young people to perform public service, such as conservation and clean-up chores, at minimum wage. The Youth Corps also would provide some education to these youths, provide job-placement assistance after the 2-year program, and possibly provide dormitory-style housing and supervision. Witnesses testifying included the director of the Philadelphia Youth Service Corps, executives from various conservation organizations, the president of the Philadelphia Private Industry Council, the chairman of the Ogilvy Group (advertising and marketing involvement for the New York City Volunteer Corps and other organizations), and various congressional representatives. Witnesses testified about the desirability of such a National Youth Corps, of the benefits it could provide the country and the youths involved, about their personal experiences with current programs or the Civilian Conservation Corps in their youth. (KC)

ED 303 586 CE 051 768

North Carolina FHA/HERO Proficiency Event Handbook 1988-1990.
"Students Taking Action for Recognition."
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 88
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Clothing Instruction; *Competition; Cooking Instruction; Food Service; Foods Instruction; *Group Activities; *Home Economics; Occupational Home Economics; Secondary Education; Sewing Instruction; *Student Organizations; *Student Participation
IDENTIFIERS- Future Homemakers of America; Home Economics Related Occupations

This handbook is designed to provide opportunities for members of the North Carolina Association of Future Homemakers of America (FHA) to demonstrate their proficiency with the competencies they have developed through participation in FHA and the home economics education program. The 25 events are designed to help develop lifetime skills in planning, goal setting, decision making, communication techniques, and leadership. Introductory materials include a participation summary chart, event eligibility summary chart, home economics course cross-reference chart, information on recognition, proficiency event fees, levels of competition, general rules and regulations, and regional application. Each event is classified by the following characteristics: event category, event type, level of recognition, grade level, and course requirement for eligibility. In addition, each event has a unique set of guidelines that are divided into these sections: event description; competency goals; rules for event participation; required procedures for participants; supplies, equipment, and materials; and rating sheet. Representative events are parliamentary procedure, illustrated talk, job application and interview, comparison shopping, the growing child display, survival sewing, nutritious snacks, functional interiors, family communications, and commercial foods. (YLB)

ED 303 587 CE 051 769

North Carolina Foods and Nutrition Curriculum Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 88
NOTE- 250p.; Contains small print. For other guides in this series, see CE 051 770-772.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Competence; *Competency Based Education; Cooking Instruction; Course Content; Educational Resources; Food Service; *Foods Instruction; High Schools; Home Economics; *Learning Activities; Lesson Plans; Money Management; Nutrition; *Nutrition Instruction; Skill Development; State Curriculum Guides; Teaching Methods; Test Items
IDENTIFIERS- *North Carolina

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in foods and nutrition for high school students in North Carolina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains general planning information; a list of competencies and instructional objectives for the course, a competency test-item bank, and a list of references and resources. The 12 units cover the following topics: food patterns and customs; relation of diet to health and appearance; meal planning to meet nutrient requirements; organization and management of kitchen facilities; management of resources in food preparation and service; trends and development in foods and nutrition; management of the food dollar; food conservation and preservation; meeting nutritional needs of family members; creativity in meal planning, preparation, and service; regional and international food specialties; and career opportunities in foods and nutrition. (KC)

ED 303 588 CE 051 770

North Carolina Clothing and Textiles Curriculum Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88
NOTE- 65p.; Contains small and/or broken print. For other guides in this series, see CE 051 769-772.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing Instruction; Competence; *Competency Based Education; Course Content; Educational Resources; High Schools; Home Economics; *Learning Activities; Lesson Plans; *Sewing Instruction; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; *Textiles Instruction
IDENTIFIERS- *North Carolina

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in clothing and textiles for high school students in North Carolina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains a list of references and resources. The 10 units cover the following topics: introduction to sewing; basic sewing techniques; decision-making in clothing construction; garment construction; textiles; selecting apparel; selecting household textile products; advanced construction; and careers. (KC)

ED 303 589 CE 051 771

North Carolina Parenting and Child Development Curriculum Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88
NOTE- 133p.; Contains small and/or broken print. For other guides in this series, see CE 051 769-772.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Child Care Occupations; *Child Development; Competence; *Competency Based Education; Course Content; Day Care; Educational Resources; High Schools; Home Economics; Learning Activities; Lesson Plans; Parent Aspiration; Parent Child Relationship; *Parenthood Education; *Parenting Skills; Parent Responsibility; Parent Role; Skill Development; *State Curriculum Guides; Teaching Methods; Test Items
IDENTIFIERS- *North Carolina

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in parenting and child development for high school students in North Caroina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains a list of references and resources. The 17 units cover the following topics: parenting perspectives; parenting roles and relationships; special parenting concerns; community resources; the parenthood decision; pregnancy and prenatal development; preparing for the birth; the newborn; the study of children; parent-child development; the infant; the toddler; the preschooler; guidance; exceptional children; child care and educational experiences; and child development career opportunities. (KC)

ED 303 590　　　　　　　　CE 051 772

North Carolina Interior Design and Housing Curriculum Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 88
NOTE- 158p.; Contains small print. For other guides in this series, see CE 051 769-771.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Consumer Education; Curriculum Guides; High Schools; *Home Economics; *Housing; *Interior Design; Learning Activities; Occupational Home Economics; Test Items; Units of Study

This curriculum guide is designed for use by consumer home economics teachers as a resource in planning and teaching the year-long course in interior design and housing for students in grades 9-12. Introductory materials include general planning information (course overview and description) and information on using the competency listing, competency/test-item bank, and references and resources. A list of the competency statements and a content outline are also provided. These 10 units of instruction are given: planning for the interior of the home; design in the home; furnishing the interior; maintaining a home environment; careers in interior design; geographic and societal influences on family housing; selecting a place to live; comfort, conservation, and safety; exterior construction; and careers in housing. A unit consists of from one to seven competencies. These components are provided for each competency: instructional objectives and a content outline that is correlated with learning/teaching activities and references/resources. A competency/test-item bank consists of the competency listing with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. The references and resources section specifies details on resources identified in the units of instruction. (YLB)

ED 303 591 CE 051 785

Cutcher-Gershenfeld, Joel
Tracing a Transformation in Industrial Relations. The Case of Xerox Corporation and the Amalgamated Clothing and Textile Workers Union.
Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.
SPONS. AGENCY- Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.
REPORT NO.- BLMR-123
PUB DATE- 88
NOTE- 25p.
CONTRACT- J-9-P-4-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Employer Employee Relationship; *Industrial Personnel; *Labor Conditions; *Labor Relations; Participative Decision Making; *Unions; Work Environment
IDENTIFIERS- *Amalgamated Clothing and Textile Workers Union; *Xerox Corporation

A combination of crises and innovative attempts to manage them that began in 1980 transformed the relationship between Xerox Corporation and the Amalgamated Clothing and Textile Workers Union, which represents most of Xerox's manufacturing employees. Eight pivotal episodes were largely responsible for the transformation. The first was a joint decision to establish a program of employee involvement in corporate decision making. The second event was the hard bargaining and joint decision making that began two years later in response to Xerox's decision to subcontract about 180 jobs. Next came the institutionalization of joint decision making, which was in turn followed by the plateauing of volunteers for the formal employee involvement process. The fifth critical episode was the gradual emergence of pockets of worker autonomy on the shop floor and the consequent accommodation on the part of the formal system of contractual rules and managerial procedures. After this came changing patterns of strategic decision making, resource allocation, and information sharing. A corporate-wide effort to transform the managerial culture was the seventh pivotal event. Finally, there were the 1986 negotiations that continued the corporation's no-layoff policy and the exploration of new forms of rewards and recognition. (MN)

ED 303 592 CE 051 786

Feldman, Marvin
Vocational Education: Issues for Our Future.
PUB DATE- 2 Dec 88
NOTE- 14p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Educational Needs; Educational Policy; *Educational Trends; *Futures (of Society); Policy Formation; Public Policy; Secondary Education; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Proposed Legislation

As the United States faces great changes in the economy and society, more skilled workers are needed to keep the country competitive. However, half of the young people are being miseducated. A coordinated approach to the problem would be to provide a program responsive to the complex interaction of the job-related education needs of students and adults, the business community, labor and the job market, and the nation's economy.

Vocational education needs to be tailored to all students, to teach them in the way they best learn. Presently, a bill known as the "Tech-Prep Education Act" is being considered by Congress. The bill provides for the establishment of grants to consortia of local education agencies and community colleges for the purpose of developing and operating four-year technical preparation programs. These programs would consist of the last two years of secondary school plus two years of higher education, and they would include a common core of mathematics, science, communications, and technologies. The student would graduate with an associate degree in a specific career field. A number of demonstration projects similar to the concept of the "tech-prep" bill have been conducted successfully in the past 20 years, and they could serve as models for future programs, whether or not the "tech-prep" bill is passed. The bill recognizes that vocational education can be effective in increasing the nation's productivity. With this bill, vocational education truly enters the mainstream of U.S. education. (KC)

ED 303 593 CE 051 804

Ashley, William L.; Kurth, Paula K.
Displaced Worker Assistance Programs: A Review of the Research.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 40p.
GRANT- V051A80002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Dislocated Workers; Employment Problems; *Employment Programs; *Employment Services; Federal Programs; Job Layoff; *Job Training; Literature Reviews; *Outplacement Services (Employment); Program Evaluation; *Retraining; State Programs; Structural Unemployment; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

This review presents a summary of the research on displaced worker programs and implications and recommendations for practice that the research supports. Chapter I is an overview of the displaced worker problem. It considers the extent of worker displacement and job loss and summarizes future projections. Chapter II discusses existing programs for displaced workers. These federal programs are described: Job Training Partnership Act programs (including program elements, participation factors, and barriers to program implementation), Trade Adjustment Assistance, and the Employment Service. A section on nonfederal programs focuses on private sector programs, state programs, and community college and vocational-technical school projects. Chapter III offers recommendations as guidelines for actions that educational leaders and program designers can use to strengthen the capacity of educational institutions to serve the needs of adults in job and career transitions. It recommends that (1) educational institutions link with other community agencies; (2) the linkages should include information-sharing mechanisms to facilitate advance notice and early intervention; (3) private industry councils, vocational schools, and colleges should aggressively develop and market displaced worker, retraining, career advancement, and job search programs; and (4) educational institutions should focus on services that they can best provide. (YLB)

ED 303 594 CE 051 808

Grady, Thomas L.
Identifying Determinants of Commitment and Turnover Behavior.
PUB DATE- 6 Dec 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (St. Louis, MO, December 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Educational Research; *Faculty Mobility; Models; Path Analysis; *Personality Traits; Secondary Education; *Teacher Characteristics; Teacher Education; *Teacher Persistence; Teaching (Occupation); Vocational Education; *Vocational Education Teachers

A study tested the precursors to vocational teachers' commitment to teaching as suggested by the commitment model proposed by Pierce and Dunham. Important consequences of commitment were examined by identifying relationships between commitment, behavioral intentions, and resulting turnover. The study examined the entire population of teachers beginning their first year of teaching and those beginning their second to fourth year in the vocational subject matter areas in public secondary institutions in Wisconsin. Study results were generally supportive of the model, although some nonsignificant paths were identified. Path analyses were consistent with the concept that job/role expectations and external job choice factors lead in sequence to commitment propensity and behavioral intent. Self-esteem, locus of control, internal job choice factors, employability, and experienced responsibility were not related to the primary variables of interest. Direct significant paths were from job/role expectations to commitment propensity and commitment. Total effects for expectations showed a pervasive influence through most of the model. Experienced meaningfulness was identified as a significant predictor of commitment to teaching, which was a significant predictor of intent to stay in or leave teaching. Behavioral intent was a statistically significant predictor of actual turnover behavior. (YLB)

ED 303 595 CE 051 813

Mason, Ralph E.; And Others
Cooperative Occupational Education and Work Experience in the Curriculum. Fourth Edition.
REPORT NO.- ISBN-0-8134-2752-5
PUB DATE- 89
NOTE- 666p.
AVAILABLE FROM- The Interstate Printers and Publishers, Inc., 19 North Jackson Street, P.O. Box 50, Danville, IL 61834-0050 ($22.95; 10 or more: 20 percent discount).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Adult Education; *Cooperative Education; *Cooperative Planning; Coordination; *Curriculum Development; Educational Legislation; Federal Legislation; Instructor Coordinators; Legal Responsibility; Postsecondary Education; Program Administration; Program Evaluation; School Business Relationship; Secondary Education; *Systems Approach; *Vocational Education; *Work Experience Programs
This reference handbook is intended to assist individuals responsible for developing and implementing cooperative occupational education and work experience programs at the secondary, postsecondary, and adult levels. The following topics are covered: the strategy of aims and goal inputs (the scope of instructional programs using the work environment, development of human resources, public policy goals and institutional roles); the structure of curriculum patterns and the use of the work environment at various levels (cooperative education models; coordinators and their roles; initiation of a plan; and coordinator responsibilities at the secondary, adult, and postsecondary levels); the system of instruction and coordination (planning and carrying out effective in-school instruction, developing training stations as instructional laboratories, correlating instruction between school and job laboratories, maturation of cooperative plans, student organizations as integral parts of instruction, accountability through evaluation, and legal aspects of cooperative education); and application of the systems approach (plans in agricultural, business, health, home economics, marketing, and trade and industrial occupations). (A 20-page bibliography and a glossary are appended.) (MN)

DOCUMENT RESUME

ED 303 596 CE 051 814

Bohnen, Elizabeth D.
Effective Proposal Development. A How-To Manual for Skills Training Programs.
George Brown Coll., Toronto (Ontario).; Saint Stephen's Community House, Toronto (Ontario).
SPONS. AGENCY- Ontario Ministry of Skills Development, Toronto.
PUB DATE- Oct 88
NOTE- 164p.
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Career Education; *Employment Programs; Financial Support; Foreign Countries; *Fund Raising; *Job Training; *Program Development; *Program Proposals; *Proposal Writing; Vocational Education

This manual outlines effective program planning and proposal development techniques for preemployment and employment-related training programs. It is intended for use by staff of community organizations, business and industry, labor unions, social service agencies, and educational institutions. Section I is an introduction. Section II describes the steps used in developing a proposal, including researching a project idea, approaching and working with funders, and writing the actual proposal. Section III describes the common components in training proposals. It details how to research the component and what to include in the funding proposal. These components are described: the covering letter, proposal introduction, target group training needs assessment, labor market needs assessment, project goal and objectives, training plan, evaluation, implementation plan, budget, and proposal summary. Section IV details effective style and format for proposals in order to create a favorable impression and ensure readability. Section V contains these appendixes: information about funders, networking and umbrella organizations, sample letter of support, excerpt from the fourth annual Metropolitan Toronto and York Region Labor Market and Training Needs Assessment, labor market survey questionnaire, learning process tool for students, and a four-page bibliography. (YLB)

ED 303 597 CE 051 815

Youth Employment under Title II of the Job Training Partnership Act. Hearings before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, Second Session (February 2, April 27, June 8, and September 22, 1988).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-899
PUB DATE- 88
NOTE- 731p.; Document contains small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employment Opportunities; *Employment Programs; *Employment Services; Federal Legislation; *Federal Programs; Hearings; Secondary Education; Youth; *Youth Employment
IDENTIFIERS- Congress 100th; *Job Training Partnership Act 1982

This document contains four Congressional hearings to review proposed legislation to revise certain youth employment provisions of Title II of the Job Training Partnership Act. This series of hearings looks into the whole question of how to improve the Federal Government's efforts to educate, train, and improve employment opportunities for the Nation's disadvantaged youth and young adults. Testimony includes statements, prepared statements, articles, publications, communications, and questions and answers from U.S. Senators and individuals representing the Children's Defense Fund; Youth Action Program of the East Harlem Block Schools; U.S. Department of Labor, Office of Strategic Planning and Policy Development; U.S. Conference of Mayors; Indiana Partners in Education; Private Initiatives in Public Schools; Center for Human Resources; Harvard University; National Alliance of Business; National Commission for Employment Policy; Chicago Area Project; Mayor's Office of Employment and Training, Chicago; New York City Department of Employment; Oyster Bay Consortium Service Delivery Area; National Conference of State Legislatures; and National Association of Counties. (YLB)

ED 303 598   CE 051 816

Handbook for Business Department Chairs.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- Nov 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Business Education; *Curriculum Development; *Department Heads; *Instructional Leadership; Office Occupations Education; Professional Development; *School Administration; Secondary Education; Student Organizations; Teachers

This publication is designed as a reference book for business teachers and school administrators who are concerned with present and future problems of administering and supervising business education at the secondary level. Chapter I details the roles and responsibilities of the business education department chair who is administrator, supervisor, and teacher. Chapters II through VI address curriculum planning; budget items, including equipment and supplies and materials; instructional practices (staff orientation, scheduling, textbooks and support materials, supplementary text, software library, inventory, and program promotion); student organization (Future Business Leaders of America); and professional growth. Appendixes include a sample department overview; textbook evaluation criteria; software evaluation criteria; advisory committee information; Future Business Leaders of America materials list; and business and office education materials available from the North Carolina Department of Public Instruction. (YLB)

Written Communications Simulation: Write Me a Letter.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Correspondence; *Letters (Correspondence); *Office Occupations Education; *Office Practice; Secondary Education; *Simulation

This simulation is intended for use as a culminating activity after students have been exposed to personal and/or business letter writing, use of reference manuals, typing of letters, mailing procedures, typing of numbers, punctuation practice, and filing procedures. Stated objectives are to enable students to type a mailable letter; to inspect, index, and file incoming and outgoing letters; and to evaluate received letters as mailable or unmailable. Instructions to the teacher include an evaluation scale, time limit, objectives, and equipment and supplies. Instructions to students provide information on their responsibility to compose outgoing correspondence and answer incoming mail and a detailed list of instructions to complete the simulation. Materials are provided for simulations involving 10 different companies by which the students are "employed": bank, restaurant, office supply company, utility firm (gas, electricity, and water), hotel and motel service, airline ticket office, attorney's office, real estate firm, insurance company, and building contractor. (YLB)

ED 303 600 CE 051 818

Business and Office Education Room Designs.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- Oct 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Class Organization; *Classroom Design; Classroom Furniture; Classrooms; Design Requirements; *Office Occupations Education; Secondary Education

These room designs are intended as samples to be used in planning business classrooms. Rooms and furniture are drawn to scale. One page illustrates the various pieces of furniture, with dimensions, that are used in the designs. The number on each piece of furniture identifies it in the room designs. Each room design is 32 feet by 43 feet or 1,376 square feet--approximately the recommended 1,400 square feet for a business classroom. Six designs are offered. A list of the courses that could be taught in the room follows each room design. The furniture and equipment in each room is based on the Vocational Education Equipment Standards for Business and Office Education Courses. (YLB)

ED 303 601 CE 051 819

The Holiday Shop. An Integrated Project for Administrative Support Occupations II To Be Used the Weeks Preceding the Christmas Holidays.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Alphabetizing Skills; Calculators; *Clerical Workers; *Human Relations; *Office Occupations Education; Reprography; Secondary Education; Simulation; *Student Projects; *Typewriting

IDENTIFIERS- Administrative Assistants

This seasonal project integrates the skills of typing, photocopying, calculating, composing, alphabetizing, and human relations, which the student has acquired during the first part of the Administrative Support Occupations II course. The activity is a simulation that involves a small, specialty, mail-order business selling novelty items for holiday occasions. Students act as clerk-typists employed by this organization. Materials are provided for these problems: composition and typing of replies to all incoming correspondence (following instructions noted on the letter), including preparation of needed invoices, checks, and telegrams; completion of extensions on a stock record inventory form; ordering by letter of depleted stock; making of reservations;

completion of a human relations problem; preparation and alphabetization of postal cards from a mailing list; and submission of all work. (YLB)

ED 303 602 CE 051 820

Career Exploration Curriculum and Teacher Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

REPORT NO.- VEC-VOCD-CG-6158
PUB DATE- Aug 88
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Career Exploration; *Career Guidance; Curriculum Guides; *Decision Making; *Employment Potential; *Grade 6; Intermediate Grades; Learning Activities; Middle Schools; *Self Concept; Teaching Guides

This guide contains a course outline, course competencies, suggested activities, and recommended resources for effective implementation of a course on career exploration. The semester course is designed to provide initial career guidance experiences and hands-on exploratory activities for sixth-graders (11- and 12-year-olds). Introductory materials include a history of the course development, description of the sixth-grade student, a sixth-grade student profile, list of course competencies, and course outline with competencies. The activities guide provides activities in these categories: orientation, why work?, the world of work, self-awareness, exploring careers, decision making, and employability. Within each category, activities are divided by days. For each day, the relevant competencies and descriptions of activities are detailed. Materials necessary to complete the activities are provided. These include handouts, exercises, project sheets, informative material, and any necessary answer keys. The guide also provides a resource guide keyed to appropriate activities, vendor addresses, and information on standards. (YLB)

ED 303 603 CE 051 821

Self-Monitoring Process for Job Training Partnership Act (JTPA) Programs.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Aug 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Compliance (Legal); *Employment Programs; *Evaluation Methods; Federal Programs; Federal Regulation; *Job Training; Secondary Education; *Self Evaluation (Groups); Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This document provides a self-monitoring process to simplify and streamline program monitoring of Job Training Partnership Act (JTPA) programs. It is designed to increase local responsibility for program compliance by encouraging school districts and schools to perform a program compliance self-review and to provide technical and management assistance to school districts in preventing and resolving program compliance problems. A summary of the self-monitoring process lists steps for conducting the review. A section on JTPA compliance monitoring addresses the purposes of self-monitoring and outlines steps for conducting a self-monitoring review. They are (1) consult with the appropriate district administrator; (2) notify appropriate school and district staff; (3) submit requested information; (4) decide on the self-monitoring approach; (5) select the self-monitoring team; (6) develop a schedule for self-monitoring; (7) conduct the self-monitoring review; (8) report findings to school district staff; and (9) submit self-monitoring information to the state department of public instruction. A self-monitoring form and a monitoring report form are provided. (YLB)

ED 303 604 CE 051 822

Job Training Partnership Act (JTPA) Eight Percent Evaluation Report 1987-88.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Nov 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Career Guidance; *Economically Disadvantaged; Education Work Relationship; *Employment Potential; Extended School Day; Federal Programs; Job Skills; *Job Training; *Program Effectiveness; Program Evaluation; *Remedial Instruction; Secondary Education; *Vocational Evaluation; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

An evaluation project determined the effectiveness of the Job Training Partnership Act (JTPA) 8 percent programs operated during the 1987-88 school year in North Carolina. Data were reported by 19 JTPA 8 percent program sites. Five different JTPA project activities were evaluated: Extended School Day (ESD), Pre-Employment Skills Training, School-to-Work, Transition, Principles of Technology, and Assessment/Testing. The 776 participants were 9th to 12th-grade students. Approximately 43 percent were female and 57 percent were male. The ethnic composition of the group was 48 percent Black, 42 percent White, and less than 10 percent American Indian. An analysis of predetermined performance objectives indicated that 93 percent of ESD students passed the North Carolina Competency Test, 77 percent of the ESD students passed four or more academic credits required for graduation, 44 percent of ESD students and 68 percent of School-to-Work Transition program students were placed in unsubsidized employment, 100 percent of the School-to-Work Transition students satisfactorily completed the program, 85 percent of the Principles of Technology students satisfactorily completed the program, 82 students were enrolled in the Assessment/Testing program, and 82 percent of the Pre-Employment Skills Training program students satisfactorily completed the course. (YLB)

ED 303 605 CE 051 825

Palladino, Dolores; And Others
Communicating with Legislators. A Guide.
Florida Vocational Association.
PUB DATE- 88

NOTE- 13p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Legislation; *Federal Aid; Federal Legislation; Legislators; Lobbying; *State Aid; State Legislation; *Teacher Influence; *Teacher Participation; Teacher Role; Vocational Directors; Vocational Education Teachers

This booklet provides vocational educators with a guide that they can follow as they plan their communications with legislators. The guide contains two parts. The first part explains the legislative branch of government and shows how an idea becomes a bill and then a law. The second part provides effective communication strategies that vocational educators can use as they express their views to legislators. These include personal visits, telephone calls, telegrams, and written correspondence. This part concludes with tips on (1) the important issues that should concern vocational educators, (2) whom to contact, and (3) when to communicate. (YLB)

ED 303 606 CE 051 826

Jacobs, Bella; Ventura-Merkel, Catherine

Educational Goals Inventory. Establishing Goals for Older Adult Educational Programs. A Guidebook.

National Council on the Aging, Inc., Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- ISBN-0-910883-05-X
PUB DATE- 84
NOTE- 137p.
AVAILABLE FROM- National Council on the Aging, Inc. Publications, Department 5087, Washington, DC 20061-5087 (Order No. 125-ER: $20.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Programs; *Educational Objectives; *Educational Planning; Evaluation Methods; Measurement Techniques; *Needs Assessment; *Program Development; Program Implementation; Statistical Analysis

IDENTIFIERS- *Goal Setting

This guidebook describes the nature and use of an Educational Goals Inventory (EGI) and the interpretation of the collected data. It is designed for use with a self-scoring process, the EGI Software Computer Package. Chapter I contains an overview of educational programming for older adults and a description of the Non-Traditional Educational Programs for the Elderly Project. Chapter II reports findings of a survey to assess the current status of educational programming in community-based group programs. Chapter III describes EGI's structure, format, content, and history of its development. Chapter IV discusses practical considerations in planning and implementing an EGI project. Chapter V deals with interpreting and understanding the EGI results. It contains terminology used in doing the statistical analysis, detailed descriptions of each table, and information on comparing individual site results with a national sample. Chapter VI outlines the action plan process for translating results of the educational goals-setting process into practice. Chapter VII presents activities and practices for beginning or improving the implementation of educational goals. Chapter VIII summarizes the purpose of EGI, its potential for comparative studies, and its value to agencies and the older adults they serve. Sample forms are appended. (YLB)

ED 303 607 CE 051 827

Ventura, Catherine A.; Worthy, Edmund H., Jr.
Education for Older Adults: A Synthesis of Significant Data.
National Council on the Aging, Inc., Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 55p.
AVAILABLE FROM- National Council on the Aging, Inc. Publications, Department 5087, Washington, DC 20061-5087 (Order No. 116-ER: $6.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Data Analysis; Educational Attainment; Educational Planning; *Motivation; *Older Adults; *Participant Characteristics; Participation

Despite the record numbers of older learners today and the probable future growth of these numbers, older people today are underrepresented in adult education. Furthermore, a significant segment of older people has serious educational deficiencies hindering their ability to cope in the contemporary world. Surveys show that the characteristics that predispose older persons to participate in educational activities are being an older woman; being a young older person; having a higher educational level than the median for the total population of older persons; being white; and having an annual income over $20,000. A higher educational level predisposes older persons to participate in educational activities. Older persons most often take courses that provide a continued sense of meaning to their lives or a sense of control or coping. They take courses offered by colleges or universities, community or senior centers, employers and business, and community-based settings. Participation motivations include personal interest and acquisition of job skills. The main reasons for not taking courses fall into these categories: not interested; too old; poor health; and not enough time. Future research needs and questions to help policymakers and planners determine where to focus their attention include general data, education for elderly minorities and special populations, and delivery of educational programs and activities. (YLB)

ED 303 608 CE 051 830

Comprehensive Service Delivery through Senior Centers and Other Community Focal Points: Trainer's Guide.

National Council on the Aging, Inc., Washington, D.C.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Mar 82
NOTE- 353p.; For a related resource manual, see CE 051 831.
AVAILABLE FROM- National Council on the Aging, Inc. Publications, Department 5087, Washington, DC 20061-5087 (Order No. 273-ER: $32.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Programs; Aging (Individuals); *Community Centers; *Community Services; *Delivery Systems; Evaluation Methods; *Human Services; Learning Modules; Needs Assessment; *Older Adults; Reinforcement; Staff Development; Trainers; Training Methods

This guide provides instructional materials and approaches for use by continuing educators, trainers, state units, area agencies on aging, or others responsible for staff development. Section I gives an overview of the mutual needs and responsibilities of adults with learning needs and those who assist them to meet those needs. Section II assists trainers in determining the needs in their service area. Section III identifies a number of training techniques, activities, and materials and tells how to use them. Section IV contains 14 modules based on selected skill areas that trainers could use or adapt to meet the specific needs of their individual senior center or community focal point staff. Topics are community focal points for service delivery, boards and committees, case management, interviewing, leadership, linking mechanisms, monitoring, negotiation, personnel management, planning, program evaluation, public relations, space management, and time management. An information page for each module identifies the purpose and objectives and lists the handout and transparency masters included. A content outline recommends procedures and time required for implementation. Section V suggests reinforcement techniques to help participants retain and transfer new knowledge and skills to the workplace. Section VI focuses on evaluation. Appendixes provide examples of checklists, evaluation forms, and impact questionnaire. (YLB)

ED 303 609 CE 051 831

Comprehensive Service Delivery through Senior Centers and Other Community Focal Points: A Resource Manual.

National Council on the Aging, Inc., Washington, D.C.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Mar 82
NOTE- 245p.; For a related trainer's guide, see CE 051 830.
AVAILABLE FROM- National Council on the Aging, Inc. Publications, Department 5087, Washington, DC 20061-5087 (Order No. 272-ER: $20.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Adult Education; *Adult Programs; *Agency Cooperation; Aging (Individuals); *Community Centers; Community Planning; Community Services; *Cooperative Planning; *Delivery Systems; *Human Services; *Older Adults; Public Relations; Resource Materials; Service Workers

This manual provides information on factors particularly relevant to focal point service delivery such as cooperative planning, interagency linkages, shared service delivery, accountability, and community relationships. An introduction describes what community focal points for service delivery are and how they are intended to fit into community service systems. The two sections in Unit I define management functions in terms of the management of focal point agencies and identify and describe the community focal point manager's roles. Unit II looks at coordination strategies in three contexts: implications of planning in cooperation with the various organizations and constituencies in the community, methods for developing and maintaining interagency linkages, and accountability of the community focal point for fulfilling its obligations to the community it serves. Unit III focuses on access to comprehensive service delivery systems. Five sections discuss outreach, information and referral, case management, advocacy, and volunteers. Unit IV addresses operations and some issues that arise from the very public nature of a community focal point for service delivery. Three sections consider interagency consideration, fund raising, and public relations. A glossary is provided, followed by four appendixes that contain materials corresponding to issues discussed in each of the four units. (YLB)

ED 303 610 CE 051 840

Literacy, Numeracy and Adults. Evidence from the National Child Development Study.
Lancaster Univ. (England).
SPONS. AGENCY- Adult Literacy and Basic Skills Unit, London (England).; Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-906509-93-9
PUB DATE- Nov 87
NOTE- 88p.
AVAILABLE FROM- Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (3.95 pounds).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Foreign Countries; *Functional Literacy; Longitudinal Studies; *Mathematics Skills; *Reading Difficulties; Skill Development; *Writing Difficulties; *Young Adults

IDENTIFIERS- *Great Britain

The National Child Development Study is a longitudinal survey of all people who were born in the week of March 3-9, 1958 in England, Scotland, and Wales--approximately 17,000 people. A project used information collected from 12,500 of these people through interviews in 1981 when they were 23 years old. The project sought to determine (1) what practical problems beset people with literacy and numeracy difficulties; (2) which groups report difficulties with basic skills but are underrepresented in adult basic education courses; and (3) whether those who will have difficulties with numeracy and literacy in adulthood can be identified earlier in life. The study found that 13 percent of the sample reported some problems with basic skills, with about twice as many reporting problems with writing/spelling as with numeracy or reading. Many did not report any practical problems with daily life, but said the lack of skills kept them from applying for jobs. Most persons with skills problems were in paid employment, the majority in the manual working class groups. More of the group who lacked basic skills were unemployed than the group as a whole. Although men were more likely to report literacy problems, they were also more likely to have received help. People reporting basic skills problems were more likely to live in crowded housing and to have less money. (KC)

DOCUMENT RESUME

ED 303 611 CE 051 842

Wolter, Heidi

Keewatin Regional Education Authority Pilot Education Project (KREA): Computer Assisted Learning, Adult Education Keewatin Region. Report on Year I of 2 Year Project.

Keewatin Regional Education Authority, Rankin Inlet (Northwest Territories).

SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- 1 Dec 88

NOTE- 65p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Programs; *Computer Assisted Instruction; Demonstration Programs; Developed Nations; Employment Potential; *Eskimos; Foreign Countries; *Improvement Programs; *Job Training; *Unemployment

IDENTIFIERS- Northwest Territories; PLATO

A pilot project in computer-assisted learning was conducted to allow adults who have not succeeded in traditional education programs to work independently at their own level and receive regular constructive feedback. The project was also intended for adults requiring specialized training to get this training in their community and improve their chances of either becoming employed or raising their level of employment. Computer systems were installed in all Keewatin (Canada) communities in August 1987. The system consisted of a local area network of either five or eight computer terminal workstations, connected to a file server that stores the courseware, a printer, and a communications modem. The instructional package purchased was Plato, courseware providing academic upgrading for grades 4-13. Plato was to be used three hours daily as part of the adult basic education program. Business application software was also used extensively. The number of students attending the centers and applicants for the next year increased markedly. The rate of learning significantly increased. Students gained job readiness skills through academics, job search, and life skills programs in Plato. Students' chances of getting employment increased because of their new skills and employer perceptions of students who can use a computer. (Project flowcharts and models are appended.) (YLB)

ED 303 612 CE 051 843

Wolf, Mary Alice
Self-Development: What Older Adults Bring to Education.
PUB DATE- 2 Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Students; Aging (Individuals); Cognitive Style; Educational Needs; *Older Adults; Postsecondary Education; *Self Actualization; Student Attitudes; Student Characteristics

Although educators know that older persons bring experience, curiosity, and motivation into the educational setting, they often do not consider the aged to be engaged in development, especially in the development of trust. Education can provide for older persons a means for focusing on society and self. The classroom can serve as a stimulus to creative thinking; discussion, as a catalyst for the individual undertaking a new task in life. The opportunity to reflect and socialize creates pronounced energy. This energy, in turn, sustains the learner in the process of self-discovery, for each older learner brings his or her own agenda to the adult education classroom. However, the adult education format also can be used to integrate elders into the community, to give them the opportunity to share themselves and their wisdom, and generations that will follow them. Educational experiences designed for older persons could include (1) activities based on reminiscence; (2) activities based on vocational redirection; (3) activities designed to teach coping skills; (4) education as empowerment; and (5) participation as education. Adult education can take the lead in creating experiences in which elders are given the opportunity to explore their developmental agenda. At the same time, elders can teach those who come after them how to trust. (KC)

ED 303 613 CE 051 845

Hanson, Bob; Petty, Gregory

Youth Leadership Development for Industrial Arts: An Ethnographic Study.

PUB DATE- 6 Dec 88
NOTE- 10p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnography; *Industrial Arts; Junior High Schools; *Leadership Training; Middle Schools; *Outcomes of Education; Program Effectiveness; *Resident Camp Programs; *Student Characteristics; *Student Leadership; Student Organizations

A study was conducted to review the summer experiences of industrial arts students who participated in Tennessee's Summer Youth Development Program at Camp Clements State Park and the affective behavior changes that took place as a result of the students' summer experience. The study used an ethnographic research design to examine the culture of the middle school industrial arts classroom before, during, and after the summer youth leadership development experience. The school selected was a Knoxville, Tennessee, middle school close to the researchers, with an industrial arts program having an aggregate of students from low to middle socioeconomic status and a racial mix representative of the geographic area. The researchers observed in the classroom before and after the summer camp experience, with particular attention to five factors: ambition; self-control; organization; enthusiasm; and conscientiousness. Three students were singled out for particular observation. Results of the study showed that the students who participated in the camp, although leaders before the summer, exhibited growth in all five factors. They took a more active role in the classroom and assumed responsibility without direction of the teacher. It was noted, however, that the behavior may also have been influenced by teacher expectations. (KC)

ED 303 614 CE 051 846

Petty, Gregory C.; Pierce, Randal
Safety in the Industrial Arts Classroom as Perceived by Industrial Arts Teachers and Administrators.
PUB DATE- 6 Dec 88
NOTE- 7p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; Administrator Attitudes; *Educational Needs; *Industrial Arts; *Laboratory Safety; Occupational Safety and Health; Postsecondary Education; *Safety Education; *School Safety; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Tennessee

A study was conducted to determine if industrial arts teachers and their administrators view perceived safety training needs differently. The Safety Training Needs Survey, developed at the University of Tennessee, was mailed to a randomly selected sample of 145 industrial arts teachers and their administrators in Tennessee. Replies were received from 62 teachers (43 percent) and 89 administrators (61 percent). Data were analyzed using a one-way multivariate analysis of variance. The results revealed no differences between the groups of teachers and administrators in their perception of safety training needs. Both groups share a perceived high need for safety training. The study concluded that teacher educators should consider this identified need for safety training when planning content for preservice or inservice education for industrial arts teachers. (KC)

ED 303 615 CE 051 848

Witter, Susan R.
An Historical Study of Adult Education in Two Canadian Women's Organizations: The Federated Women's Institutes of Canada and the Young Women's Christian Association of Canada 1870-1978.
PUB DATE- 79
NOTE- 95p.; Master's paper, University of British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Education; *Adult Programs; Community Education;

*Educational History; Educational Needs; Females; Foreign Countries; Nonformal Education; Outcomes of Education; Postsecondary Education; *Program Development; Program Effectiveness; *Program Implementation; *Womens Education
IDENTIFIERS- *Canada; Federated Womens Institutes of Canada; Young Womens Christian Association

This document discusses the adult education component of two Canadian women's organizations from a historical perspective. The two organizations chosen, the Federated Women's Institutes of Canada and the Young Women's Christian Association (YWCA) of Canada have traditionally emphasized the education of women. The six sections of the paper cover the education mission of the two organizations from their founding before 1900 to the 1970's. The first section presents a historical perspective of adult education prior to 1900, and section II concentrates on the early years before the turn of the century. Section III covers the early 1900's; the Depression and Second World War period are examined in the fourth section. The fifth section covers the activities of both organizations in adult education in the 1950's 1960's, and 1970's. The final section examines the role of adult education in the YWCA and the Women's Institute, comparing their purpose, function, and future roles. References and an 11-page bibliography including unpublished materials, Canadian archives, and personal correspondence complete the document. (KC)

ED 303 616 CE 051 855

Lacey, Richard A.
Building the Watertable of Youth Employability: Collaboration to Support Children and Youth at Risk between Ages Nine and Fifteen. Research Report No. 88-08.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 88
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Cooperative Planning; Dropout Prevention; Educational Cooperation; Educational Legislation; *Educational Policy; *Employment Potential; *High Risk Students; Intermediate Grades; Junior High Schools; Policy Formation; *School Business Relationship; *Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982

The national movement for educational reform that began in the 1980's has largely concentrated on improving the educational services provided to high school and preschool students. It is equally important to help elementary and middle school children and young adolescents at risk develop the social and basic academic skills needed to function at home, at school, and in the community. A study examined educational research and programs that have concentrated on coordinating public and private resources to help these students build these skills. The study resulted in eight recommendations. It was concluded that (1) program planners should concentrate on building leadership and social skills among middle grade students; (2) adult participants in programs involving young adolescents should be trained to understand the dynamics of early adolescent development and multicultural factors in attitudes and behavior; (3) children and youth at risk should not only be provided with a wide array of supportive services but should be afforded opportunities to provide services to others as well; and (4) public school systems serving high concentrations of high-risk youth should create policies encouraging maximum flexibility and responsibility for decision making at the school building level. (Document includes eight pages of references.) (MN)

ED 303 617 CE 051 856

Collino, Gladys E.; And Others
Literacy and Job Performance: A Perspective.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, 248 Calder Way, Room 307, Pennsylvania State University, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Demography; Educational Needs; *Education Work Relationship; *Futures (of Society); *Job Performance; Literature Reviews; *Outcomes of Education
IDENTIFIERS- *Job Literacy

Demographic forecasters predict that fewer young workers will be entering the work force at the turn of the century, with women, minorities, and immigrants constituting five-sixths of the net additions to the labor force. Since these groups generally have comparatively low educational levels, the labor pool of the near future will be characterized as having lower literacy levels than at present. Future job requirements are difficult to predict. Not only are the predictions contradictory, but researchers are hampered by methodological problems and limitations of existing databases. Employers' and managers' attitudes toward basic skills in the workplace and the extent of the literacy problem vary widely, although the general view is that basic skills instruction is beneficial to business and employees. The studies that have examined the relationship between literacy and job performance have documented the positive correlation between the two. Basic skills deficiencies have been linked to a variety of costs, including increased training costs, productivity losses, and the inability of basic skills-deficient workers to find new employment after becoming dislocated. To meet employer and employee needs for training that enhances productivity, basic skills instruction must promote an integration between vocational and academic learning. (Document includes a seven-page bibliography.) (MN)

Documenting Volunteer Experience. Volunteer for Minnesota: A Project for Developing Public Private Partnerships in Communities.

Minnesota State Dept. of Administration, St. Paul. Office on Volunteer Services.

PUB DATE- Jun 86
NOTE- 10p.; Reprint of May, 1984 monograph.
AVAILABLE FROM- Minnesota Office on Volunteer Services, Department of Administration, 500 Rice Street, St. Paul, MN 55155 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Advocacy; Annotated Bibliographies; *Documentation; *Evaluation Methods; *Recordkeeping; *Volunteers; *Work Experience

Documented volunteer experience can be a valuable tool for the individual who volunteers as well as for the organization for which the volunteer works. Current trends point toward the heightened need for validating volunteer experience. Recordkeeping systems can help facilitate effective placement of all volunteers according to their interests, skills, and available time. The process of documentation often develops greater consciousness on the part of the volunteer about his or her marketable skills and areas of personal growth (such as increased risk taking). Volunteer training records can be a vehicle for developing and monitoring individual career or training plans and can be a source of information for writing resumes or responding to requests for references. Volunteer leaders have an advocacy role that extends beyond the volunteer program itself to interaction with potential employers of volunteers and representatives of academic institutions evaluating volunteers' competencies. Volunteer leaders must therefore keep time records and job descriptions for individual volunteers, determine methods of creating individual training plans, and identify and implement schedules for volunteer performance evaluation. (MN)

ED 303 619 CE 051 859

Ehrenberg, Ronald G.; Jakubson, George H.
Advance Notice Provisions in Plant Closing Legislation.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-070-8
PUB DATE- 88
NOTE- 108p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Employment Practices; *Federal Legislation; *Job Layoff; *Labor Legislation; Reduction in Force; Structural Unemployment; Unemployment
IDENTIFIERS- *Advance Notice Provisions; *Plant Shutdown

This monograph provides empirical evidence of the effects of advance notice. Chapter 1 summarizes theoretical arguments for and against plant closing legislation and the evidence of the extent to which advance notice currently is provided to displaced workers in the United States. Chapter 2 presents a summary of prior empirical research on the effects of legislated, privately bargained, and voluntarily provided advance notice of displacement in the United States and Europe. The next four chapters contain new empirical research, which uses the Bureau of Labor Statistics 1984 Survey of Displaced Workers and other data sources. Findings are that having advance notice appears to reduce the probability that a displaced worker will suffer any spell of unemployment, but that it has no effect on the individual's duration of nonemployment if he/she becomes unemployed or on the individual's earnings if he/she becomes reemployed. Contrary to concerns of critics of advance notice, no evidence is found that advance notice leads a firm's most productive workers to quit prior to their planned displacement date. Chapter 7 discusses implications of these findings for public policy toward displaced workers. It addresses inducements that the federal government might use to encourage employers to provide advance notice voluntarily and types of research that should be undertaken to help evaluate the effectiveness of the new federal legislation. (YLB)

ED 303 620 CE 051 861

Lange, Wilhelm; Breuer, Michael
Freedom of Development for Industry and Consumers. Small Business and the Social Market Economy in the Federal Republic of Germany. Sondergdienst Special Report No. 1. Code No. 79. Q 6016.
Inter Nationes, Bonn (West Germany).
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Career Education; Developed Nations; *Economic Development; Employed Women; *Entrepreneurship; Federal Aid; *Federal Programs; Federal State Relationship; *Financial Support; Foreign Countries; Government Role; *Public Support; *Small Businesses
IDENTIFIERS- West Germany

Small businesses have made a decisive contribution to the reconstruction and development of the German economy and society since World War II. The Federal Republic of Germany considers small-scale industry important and has granted tax relief and initiated a wide range of loan and guarantee programs for them. The Act against Restraints of Competition has proven its worth as a strong support for small business. Financial support is available to entrepreneurs through European Recovery Program loans, loans funded through the federal budget, joint federal and regional support, and research and development grants from the federal government. The promotion of small business is one of the priorities of German development aid. This involves support for small-scale craft and industrial business in Third World countries as part of German development projects, backing of cooperation between small German enterprises and their counterparts in developing countries, and formation of small business organizations in Third World nations. Improving the research situation of small- and medium-sized enterprises is a major goal of Bonn's research policy. Federal reforms of the health system, postal service, and statutory old-age pension scheme are intended to promote small business. The government also hopes to create more opportunities for the liberal professions through privatization. Special support for women is planned. (YLB)

ED 303 621 CE 051 865

Delaware Labor Supply and Demand. Occupational and Industrial Projections: 1984-1990.

Delaware State Dept. of Labor, Dover. Office of Occupational and Labor Market Information.

PUB DATE- 15 Nov 85
NOTE- 291p.; Contains small print of uneven density.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demand Occupations; *Employment Projections; *Labor Market; *Labor Needs; *Labor Supply; *Occupational Clusters
IDENTIFIERS- *Delaware

This report is the first in a series of analyses of the supply and demand of labor in Delaware. It is intended to inform administrators and planners in economic development, education, and employment and training of the direction and magnitude of employment change through projections of occupational and industrial growth and decline for the period 1984-1990, as well as the relationship between labor supply and demand. Data used in the report were developed through the Bureau of Labor Statistics, U.S. Department of Labor, and include data from the Occupational Employment Statistics Program and Employment, Wages, and Contributions Report. Data on supply and demand were produced within the Delaware Microcomputer Occupational Information System. The report consists of the following four sections: (1) highlights (major features of the report); (2) overview (review and analysis of major trends in occupational and industrial change from 1984-1990); (3) methodology (definition of supply and demand as used in this report, explanation and development of data sources, indications of constraints in data use, and interpretation); (4)

Delaware supply/demand clusters (specific supply/demand relationships for each occupational group and the individual occupations therein, including analyses of major implications). An appendix provides detailed information on industrial and occupational growth and decline. (KC)

ED 303 622 CE 051 869

Job Satisfaction of Delaware Women in Non-Traditional Occupations. A Survey Report.

Delaware Univ., Newark. Coll. of Humman Resources.

SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
PUB DATE- Nov 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Career Education; *Employed Women; *Job Satisfaction; Job Training; *Nontraditional Occupations; State Surveys; Success
IDENTIFIERS- Delaware

A study examined job satisfaction of Delaware women who are working in occupations that are nontraditional for females. A total of 217 respondents (out of a possible 527) returned surveys that focused on the identification of the positive aspects of the jobs. Overall job satisfaction was high, according to 86 percent of the respondents. Satisfying job factors were the chance to do things for others, geographic location of the job, the chance to work alone, the chance to use abilities, the freedom to use one's own judgment, and the chance to do different things. The most dissatisfying job factors were the opportunity for advancement, salary earned, the way the supervisor handles people, and praise received for doing best job. Women overwhelmingly responded that job-related training was most effective in getting them ready to handle the position. The most challenging aspects of the nontraditional job were those that related to meeting the public and customer satisfaction and meeting their needs. Over 83 percent were not eager to change jobs. Respondents cited the following as the most important aspects for women to be made aware of as they enter nontraditional occupations: demands of the job and relationships with coworkers and supervisors. Over half of the respondents said they were able to combine work and family roles successfully. Forty-five percent were totally responsible for the major earnings in their households. The survey instrument is appended. (YLB)

ED 303 623 CE 051 872

Herschbach, Dennis R.
Linking with Employment: Training from the Perspective of Employers.
PUB DATE- 4 Dec 88
NOTE- 18p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cooperative Planning; *Educational Needs; Educational Planning; Educational Policy; *Education Work Relationship; *Employer Attitudes; Needs Assessment; Policy Formation; *Program Development; *Relevance (Education); *School Business Relationship

Employers need training, want it, and are willing to pay for it providing it is relevant to their requirements, results in improved product quality, and fosters increased productivity. Firm characteristics make a difference not only with regard to the kinds of skills wanted by employers but also with regard to how training can best be delivered. The distinctive features of large, small and medium, and micro enterprises must be taken into account when developing employer-relevant training programs. Formal training institutions are generally restricted in their ability to respond to employer-related training needs. Most successful training programs are flexible in terms of the content offered, methods of instruction, and mode of delivery. Establishing linkages between training and employment is considered essential to successful program planning. Educational planning is most responsive to labor market needs when it is done locally, and local planners need local data. Planners must fully consider the larger political, economic, and social context. A program's success will depend on a set of interrelated conditions fostering program stability, efficient use of resources, long-term development, and effective links with employment. (MN)

ED 303 624 CE 051 873

Planning for and Working in America: Report of a National Survey.
National Career Development Association, Ellicott City, MD.

PUB DATE- 1 May 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Career Counseling; *Career Development; *Career Planning; *Employee Attitudes; *Employees; Equal Opportunities (Jobs); Ethics; Minority Groups; Postsecondary Education; Secondary Education

A survey was conducted by the Gallup Organization to determine how workers plan and prepare for work and what conditions and activities influence worker performance in the United States. Telephone interviews were conducted with a cross-section of 1,006 adults, 735 of whom were employed outside the home. The survey found that many workers are changing or expect to change jobs. Problems in the workplace seem to be the underlying factors related to job change. Poor planning may also account for career change, showing an overwhelming need for student and worker assistance in career planning and use of information. The study showed a lack of such resources and/or a failure of persons, especially minorities, to use the career planning resources that were available. The survey also showed that a large number of minorities still believe that discrimination is a barrier, and requests for employees to perform illegal or unethical activities are a major concern. As a result of the study, nine recommendations for change were made. The recommendations deal with improving vocational education, improving career counseling programs both in schools and in businesses, teaching about ethics, and increasing affirmative action. (KC)

DOCUMENT RESUME

ED 303 625 CE 051 874

Education for Employment: A Resource and Planning Guide. Bulletin No. 9160.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

PUB DATE- 88

NOTE- 195p.

AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Basic Skills; Business Education; *Career Education; Educational Planning; Educational Policy; *Education Work Relationship; Elementary Secondary Education; *Employment Potential; Job Skills; Policy Formation; Program Development; School Business Relationship; State Legislation; State Standards; *Statewide Planning; Transfer of Training; *Vocational Education; Work Attitudes; Work Experience Programs

IDENTIFIERS- *Wisconsin

This guide provides ideas and recommendations from the business and education communities of Wisconsin to help provide an opportunity for all students to reach their fullest career potential. The first part deals with the need to restructure the educational system in order to concentrate on education for employment and on the procedures entailed in planning for education for employment. The second part of the guide consists of chapters devoted to each of the seven elements of education for employment. Each chapter describes the components and/or competencies of each element and gives sample activities. The seven elements are business and education partnerships; practical application of basic skills; career exploration, planning, and decision making; employability skills and attitudes; school-supervised work experiences; knowledge of business operations and economics; and contemporary vocational education programs. (Appendixes include the text of the Education for Employment Administrative Rule, teacher preparation standards, a demonstration grants report, guidelines on collecting and using labor market information, a sample student follow-up survey form, school-business partnership resources, economics education resources, questions and answers about education for employment, and a suggested reading list.) (MN)

ED 303 626 CE 051 875

Making America Work. Productive People, Productive Policies. Follow-up Report 1988.
National Governors' Association, Washington, D.C.
REPORT NO.- ISBN-1-55877-012-7
PUB DATE- 88
NOTE- 51p.; For related documents, see ED 284 843 and ED 290 350; for 1987 report, see ED 293 978.
AVAILABLE FROM- National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Literacy; Alcohol Abuse; Dropout Prevention; Drug Abuse; Early Parenthood; *Education Work Relationship; *Employment Programs; Government School Relationship; High Risk Persons; Illiteracy; *Policy Formation; *Productivity; *Public Policy; *State Action; State Programs; Welfare Recipients
IDENTIFIERS- National Governors Association

The National Governors' Association's Making America Work initiative had a dual focus. Five task forces spent a year developing action agendas to address five barriers to self-sufficiency and productivity: teenage pregnancy, adult illiteracy, welfare dependency, alcohol and drug abuse, and dropping out of school. The second phase of the initiative dealt with the need to develop productive workers, create efficient workplaces, and support responsive communities. This report describes the actions taken by selected states with regard to these issues over the past year. The report examines state initiatives in the following areas: changing the way states define and solve problems (focusing on the interrelated nature of problems and the special needs of different age groups); changing the way states do business (assessing problems and establishing priorities, targeting individuals and tailoring services, sorting out responsibilities, and forging collaboration); developing productive workers (increasing program flexibility and responsiveness, and reorienting training to reinforce economic growth); developing efficient workplaces (stimulating technology development, encouraging labor-management cooperation, and assisting entrepreneurs); and supporting community diversification. (MN)

ED 303 627 CE 051 878

Camp, William G.; Hively, Cathy S.

Employment Patterns for Agricultural Education Graduates in 1987: A National Study.

PUB DATE- Dec 88

NOTE- 7p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (St. Louis, MO, December 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agricultural Education; *College Graduates; *Employment Patterns; Extension Education; Followup Studies; Higher Education; *Job Placement; *Outcomes of Education; *Teacher Supply and Demand; Vocational Education

A study analyzed the employment pattern of agricultural education graduates of the class of 1987, using part of the annual "National Study of the Supply and Demand for Teachers of Vocational Agriculture in the United States." All institutions of higher education in the United States that certified teachers of agriculture made up the study population, and 100 percent of them responded to a mailed survey. The survey showed that 921 persons received agricultural education degrees or were otherwise certified to teach. Of that total, 396 (42 percent) accepted teaching positions in agriculture and another 39 are teaching other subjects. Of the 105 students who graduated with degrees in agricultural extension or education/extension, only 29 took extension positions. The study concluded that the nationwide surplus of qualified agriculture teachers continued for school year 1986-87. The study recommended that national supply and demand research should be continued in agricultural education as a valuable tool for projecting the need for agricultural teachers. Further research also was recommended into the background and characteristics of agriculture students and their career goals to provide planning information. (KC)

ED 303 628 CE 051 879

Camp, William G.; Heath, Betty
A Collaborative Approach to Planning the Induction Process for Beginning Vocational Teachers.
PUB DATE- Dec 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; Cooperative Programs; *Inservice Teacher Education; Institutional Cooperation; Postsecondary Education; Program Development; Program Improvement; *Teacher Centers; *Teacher Education Programs; *Teacher Orientation; *Vocational Education Teachers

An effective induction assistance program is necessary to prepare beginning vocational education teachers. A structured approach should be based on research, educational theory, experience, and the best thinking that can be found. To be successful, an induction assistance program must be a collaborative effort, accepted and supported by local administrators and teachers. Education faculty members at the local university also need to be involved. They can examine alternative solutions being tried throughout the country and evaluate them for possible implementation. At least one other group must be involved--the teacher professional organization. Members of specific teacher professional organizations have the program expertise and experiences that the beginning vocational teacher lacks. Under the leadership of the state vocational organization, members of the respective affiliate vocational teacher organizations should provide that experience to beginning teachers. Finally, a series of professional development centers should be created and professional development local coordinators should be hired to aid preservice and beginning teachers. An improved induction program will lead to better teaching of vocational education subjects. (KC)

ED 303 629 CE 051 881

Eagle, Eva

Improving Participation of Handicapped Students in Vocational Education: Toward a Unified System of Services.

PUB DATE- 5 Dec 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Cooperation; Educational Trends; Education Work Relationship; Federal Legislation; *Instructional Improvement; *Mainstreaming; Secondary Education; *Special Education; *Vocational Education

Vocational educators have been making notable efforts to serve students with disabilities for many years. For more than 20 years, federal legislation has sought to facilitate such efforts by requiring that a portion of federal funding for vocational education be set aside to serve handicapped students. Disabled students can be educated either by mainstreaming them into the regular education system or by putting them into special education. However, mainstreamed students often lack assistance from special educators, and vocational educators cannot provide the services these students need. Because of this problem and the way that accounting systems for funding are set up, many school systems have arranged special programs of career/vocational education for students with disabilities. These programs offer employability training, special work experience, and separate instruction. However, these programs cannot provide the occupational training that vocational education does. What is needed is a program based on cooperation between vocational and special education departments. A unified system of service delivery is essential to providing exemplary vocational education for disabled students. Only when significant steps are made toward this goal will there be improvements in the level and quality of participation by students with disabilities in vocational programs. (KC)

ED 303 630 CE 051 882

Lopez-Valadez, Jeanne
Vocational Education Act LEP Position Paper.
National Coalition for Vocational Education for Limited English Speakers.

PUB DATE- Apr 88
NOTE- 26p.; Appendix A tables contain small print.
AVAILABLE FROM- Northwest Educational Cooperative, 1855 Mount Prospect Road, Des Plaines, IL 60018 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Bilingual Education; *Educational Finance; *Educational Legislation; *Educational Needs; Federal Programs; *Limited English Speaking; Literacy Education; Policy Formation; *Public Policy; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

Limited English proficient (LEP) persons comprise a significant and growing portion of the population of the United States. Although these people with their language, culture, and strong work ethic represent a valuable human resource for this country's future productivity, LEP persons are grossly underrepresented in vocational and educational programs because of the lack of equal access and appropriate support service. As a result, too many LEP persons are unemployed, underemployed, or engaged in crime. If access and equality of educational opportunity are to be ensured for this population, then special services must be provided to address cultural and language differences. Since most vocational programs lack both the resources and the expertise to train this population successfully, federal and state agencies must assist local programs through targeted funding, technical assistance, and staff development. Past federal and state fiscal investment exemplified by the set-asides (Title IIA) and national programs of bilingual vocational training (Title IVE) of the Carl D. Perkins Vocational Education Act have proven to be helpful in increasing the successful participation of the LEP population in vocational training. However, more funds are needed, and appropriate bilingual staff must be hired for these programs in order to help LEP persons succeed. (Tables of data about LEP populations and related articles are included in this report.) (KC)

ED 303 631 CE 051 883

Technology Education. A Description and Listing of Programs in Oklahoma. 1988-1989.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Industrial Arts; Program Descriptions; Program Development; *Program Implementation; Secondary Education; *State Programs; *Technology

This pamphlet provides an overview of the present situation concerning technology education in Oklahoma. It lists learner outcomes, details the criteria for a technology education program, and illustrates the role of industrial arts/technology education in the total education system. The four functions that industrial arts/technology education provides to ensure quality in vocational education are given. This information on technology education requirements and application process is provided: program funding, equipment and additional equipment, basic specific requirements per program, and the application process. A curriculum implementation plan is also presented for grades 6-10. Other contents include a summary of significant events pertaining to the implementation of technology education in Oklahoma, information on the Technology Student Association, and photographs, names, and telephone numbers of 1988-89 technology education instructors and staff. A map showing locations of programs statewide is attached. (YLB)

ED 303 632 CE 051 884

Retail Florist: Designing Basic Types of Arrangements.
Southern Illinois Univ., Carbondale.
PUB DATE- 89
NOTE- 52p.; Prepared by SIU AgResource. For a related document, see CE 051 885.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Design Crafts; Distributive Education; *Floriculture; Learning Activities; Lesson Plans; Postsecondary Education; *Retailing; Secondary Education; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Floral Designers

This retail florist unit guide is provided to help teachers teach a unit on designing basic types of flower arrangements. Topics covered are principles of design, foundation materials used, foundation securing methods, tints and flower dyes, wire and ribbon sizes, color harmony, and basic types of arrangements. Learning activities include choosing style of arrangement, choosing vase for arrangement, choosing flowers for the arrangement, designing a centerpiece, designing a triangle or symmetrical arrangement, and designing an L-shaped or asymmetrical arrangement. The materials in the unit include information sheets illustrated with line drawings, a lesson plan, evaluation checklists, and two tests with answer keys. (KC)

ED 303 633 CE 051 885

Retail Florist: Selling the Floral Product, Maintenance and Delivery.
Southern Illinois Univ., Carbondale.
PUB DATE- 89
NOTE- 42p.; Prepared by SIU AgResource. For a related document, see CE 051 884.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Distributive Education; *Floriculture; *Learning Activities; Lesson Plans; Maintenance; Postsecondary Education; *Retailing; *Salesmanship; Secondary Education; Teaching Methods; Units of Study; Vocational Education

This retail florist unit guide is provided to help teachers teach units on sales of floral products and maintenance and delivery in a floral shop. Topics covered in the selling unit are basic mathematics; taxable items; sales etiquette; types of floral products; telephone etiquette; order form information; wire service regulations; care of floral products; markup/pricing requirements; price, occasion, and placement considerations; familiarity with credit systems; and floral product uses. The maintenance and delivery unit covers wrapping methods, delivery slip information, safety rules for driving, delivery planning, attitude,

loading/unloading delivery items, maintenance procedures, exterior/interior maintenance, vehicle safety, required plant environment, contents of order, and storage/display requirements for various plant types. The materials in the units include information sheets illustrated with line drawings, lesson plans, learning activities, evaluation checklists, quizzes, and tests with answer keys. (KC)

ED 303 634 CE 051 886

Traylor, Judy G.; Ballard, Glenda
The Writing on the Wall. A Model Integrated Adult Competency-Based Education Program Using State-of-the-Art Technology.
Northeast Texas Community Coll., Mount Pleasant.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Classroom Techniques; *Competency Based Education; Demonstration Programs; *Educational Technology; High School Equivalency Programs; Literacy Education; Models; Statewide Planning; *Teaching Methods; *Technological Advancement
IDENTIFIERS- 310 Project; Comprehensive Competencies Program; Principles of Alphabet Literacy System; Texas

This instructional module is intended to train adult educators in integrating competency-based education (CBE) and state-of-the-art instructional technology in their adult basic education (ABE) classrooms. It is divided into seven instructional units. The following topics are covered in the individual units: the tenets of CBE and its role in ABE, the Adult Performance Level project, the statewide competency-based high school diploma program in Texas, the Comprehensive Competencies Program (CCP), the Principles of Alphabet Literacy System (PALS), a model adult CBE program using state-of-the-art technology, and the future of ABE as it relates to CBE. Each unit contains a list of objectives, instructional text, and review questions. Appendixes include a pilot questionnaire on CCP programs in Texas, a listing of CCP centers in Texas, a timetable for CCP and PALS goal accomplishments, and an evaluation

plan. (MN)

ED 303 635 CE 051 887

Buskirk, Don
A Comparative Study of Industrial Arts/Technology Education Competencies between Industrial Teacher Educators and Production/Plant Managers of Manufacturing Industries.
PUB DATE- Dec 88
NOTE- 22p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Employer Attitudes; *Industrial Arts; Industrial Arts Teachers; *Job Skills; *Manufacturing Industry; National Surveys; Secondary Education; *Teacher Attitudes; Teacher Educators; Trade and Industrial Education; Vocational Interests; *Work Attitudes

A study gathered information from the manufacturing world about its perception and evaluation of identified industrial arts/technology education competencies. It determined whether industrial arts/technology educators and manufacturing production managers thought significantly differently about the importance of competencies acquired in a secondary industrial arts/technology education program. Data were collected from 132 production managers of manufacturing companies throughout the United States and compared with data received from 55 teacher educators. Data analyses created a reliability coefficient matrix, determined alpha levels for each group of competencies, and compared the evaluations through a group analysis. Both educators and industrial managers rated interpersonal skills, oral communication skills, and problem-solving techniques high. In all three competency areas of attitudes, skills, and knowledge, educators and managers rated characteristics of individuals higher than specific occupational skill competencies. Managers thought significantly differently about the importance of attitude, value, and interest competencies. Educators evaluated knowledge competencies as the lowest category of the three and managers evaluated this category significantly lower. (YLB)

ED 303 636   CE 051 893

Cooperative Vocational Education.
Eastern Montgomery County Area Vocational Technical School, Willow Grove, PA.
PUB DATE- 88
NOTE- 7p.; A paper based on this document was presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Cooperative Education; *Instructor Coordinators; *Models; Secondary Education; *Teacher Responsibility; Teacher Role; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Capstone Programs

This brochure describes a model for a capstone cooperative education component for occupational programs in the Eastern Montgomery County (Pennsylvania) shared-time area vocational-technical school. The particular program model is built upon the traditionally accepted strengths and concepts of cooperative education, but it applies them with a focus toward one of the school's organizational principles. This principle is found in the premise of this program model, which states that occupational teachers, acting in the joint capacity of capstone co-op coordinators and occupational instructors provide the most efficient delivery of a capstone cooperative vocational education program within the context of a competency-based vocational education curriculum. Advantages of involving the occupational instructor as co-op coordinator are listed. Co-op duties of the coordinator in these program areas are detailed: select students, select worksites, match students with the appropriate training station, develop the training agreement, and monitor the program. Some implications for initiating a capstone cooperative education program using this model are also discussed. They include program oversight, staff preparation, and compensation. (YLB)

ED 303 637   CE 051 895

Student Achievement in Career Development Program Pilot Units 1985-88.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Personnel Relations.

SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Nov 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Development; Elementary Education; Grade 3; Grade 6; Grade 8; *Inservice Teacher Education; *Outcomes of Education; *Program Effectiveness
IDENTIFIERS- *North Carolina

During the 1985-86 school year, 16 North Carolina school units began a four-year pilot program that used a variety of incentives, evaluation strategies, and staff development activities to improve teachers' skills, and, indirectly, the achievement of students. After three years of the Career Development Program (CDP), the California Achievement Test scores of students in the school units were analyzed to see if their teachers' career development program made a difference. A control group of 15 units comparable to the CDP group also was analyzed in order to clarify which effects might be attributable to career development. The test showed more improvement in the CDP units than in the match units. For example, at grades 3, 6, and 8, the number of CDP units scoring below the national median declined, whereas most match units continued to have scores below the median. In addition, more than 63 percent of the CDP units experienced growth in each grade over the period, whereas in the match units, the corresponding percentage never exceeded 50 percent. Improvements in achievement were more widespread in the CDP units. Finally, sixth-to-eighth grade scores improved for the CDP units more than for the control units. The study concluded that the CDP units' students appear to have made more substantial gains faster than did other students in their region and state. (KC)

ED 303 638 CE 051 898

Weber, Janet, Comp.; And Others
Are You Ready To Apply for That First Job?
Farmington Public Schools, MI.
PUB DATE- Jun 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Employment Interviews; *Employment Potential; *Job Application; Job Search Methods; *Job Skills; Secondary Education
IDENTIFIERS- Social Security

This booklet provides students with information and practice in applying for their first job. Topics covered include applying for a Social Security card, filling out job applications, job interviews, and applying for a work permit. A glossary of terms and abbreviations also is included. (KC)

ED 303 639 CE 051 905

Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers.

University Council for Vocational Education.

PUB DATE- Nov 88
NOTE- 135p.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Educational Needs; *Educational Policy; Educational Research; *Educational Trends; Education Work Relationship; Futures (of Society); *Instructional Improvement; Nontraditional Students; Postsecondary Education; Secondary Education; Staff Development; *Teacher Education; Training; *Vocational Education; *Vocational Education Teachers

This monograph examines issues central to a number of education reform proposals for secondary and postsecondary vocational education. Nine papers, chosen by a jury of the University Council for Vocational Education, are included: "Changing Workplace--Changing Education" (Douglas C. Smith); "Vocational Teacher Education: Emerging Patterns for General Studies, Academic Majors, and Professional Education" (Steve Tozer, Robert E. Nelson); "Considerations for Vocational Teacher Education Reform" (Roger Luft, Mary E. Zimmerer, Lydia Z. Kercher); "Establishing Linkages for Vocational Teacher Education Reform" (Sharon O'Neil, John Washburn); "The Knowledge Base for the Redesign of Vocational Teacher Education" (Mildred Barnes Griggs, Catherine Burnham); "Forces Affecting the High School Curricula and Their Implications upon Vocational Teacher Education" (Jack Rudolph, Betty Fry, Lowell Barr); "Implications of Increasing Numbers of Nontraditional Students for Vocational Teacher Education Reform" (Robert E. Nolan, William R. Venable); "The Place of Training and Development in Vocational Teacher Education: A Strategic Opportunity?" (James A. Leach, Dale T. Snauwaert); and "Influencing Vocational Teacher Education Policy through Research" (Richard L. Lynch). (KC)

DOCUMENT RESUME

ED 303 640 CE 051 907

Norris, Richard J.; Briers, Gary E.
Perceptions of Secondary Agricultural Science Teachers toward Proposed Changes in Agricultural Curricula in Texas.
PUB DATE- Dec 88
NOTE- 23p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Agricultural Education; *Curriculum Development; *Educational Change; Educational Research; *Teacher Attitudes; Teacher Background; Teacher Characteristics; Teaching Experience; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Texas

The purpose of the study reported in this paper was to determine if relationships existed between characteristics of agricultural science teachers and of their current programs and the perceptions of teachers toward proposed changes in agricultural science curricula in Texas. An ex post facto research design was used. The study surveyed 933 teachers attending the opening meeting of the State Professional Improvement Conference for Teachers of Agricultural Science. The questionnaire included one part on which teachers responded on a Likert-type scale to questions concerning the proposed changes, another part that collected personal data, and two questions concerning teachers' ultimate adoption or rejection of the new curriculum. Experience was negatively related to teachers' perceptions of the effects of the new curriculum on enrollment, supervised occupational experience programs, and Future Farmers of America. The number of schools in which the teachers had worked was negatively related to teachers' perceptions toward all aspects of the proposed curricular change. The teacher's perception toward the change process was the single best predictor of the teacher's free choice and actual decision concerning adoption of the change. Teacher input and involvement in the change process were recommended. (Six data tables are appended.) (YLB)

ED 303 641 CE 051 908

Sandler, Joanne

It's Our Move Now: A Community Action Guide to the UN Nairobi Forward-Looking Strategies for the Advancement of Women.

International Women's Tribune Centre, New York, NY.

SPONS. AGENCY- Netherlands Ministry of Development Cooperation, The Hague.

PUB DATE- Sep 87

NOTE- 229p.

AVAILABLE FROM- International Women's Tribune Centre, 777 United Nations Plaza, 3rd Floor, New York, NY 10017 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Change Strategies; *Community Action; Community Development; *Developing Nations; *Females; Guidelines; Policy Formation; Program Implementation; *Public Policy; Sex Discrimination; *Sex Fairness

IDENTIFIERS- United Nations

This community action guide was developed to implement the strategies for the advancement of women developed at the United Nations world conference in Nairobi that ended the Decade for Women in 1985. The guide is intended to: (1) increase understanding and awareness of the existence of the Nairobi Forward-Looking Strategies for the Advancement of Women document and to provide suggestions for using that document in an active way; (2) provide women with enough background on the Forward-Looking Strategies document to help them develop campaigns for pressuring their governments to enforce the recommendations to which they agreed in Nairobi; and (3) be used along with the official document that contains the exact text of the Forward-Looking Strategies. The guide is organized in five sections. The first four sections cover the rationale for the community action guide, the Nairobi Forward-Looking Strategies, answers to questions about the strategies, and some ideas for using the strategies document. The final, longest section, presents 13 selected themes from the Forward-Looking Strategies as guidelines to action. The themes are: decision making; education and training; employment; energy and environment; exploitation of women; food, water, and agriculture; health; housing and transportation; legal rights; media and communications; migrants and refugees; peace; and young and old women. (KC)

ED 303 642 CE 051 909

Love-Wilkes, Rebecca

State of the Art Report on Statewide Student Competency Testing in Vocational and Technical Education, 1988.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Southeast Curriculum Coordination Center, State College, Miss.

SPONS. AGENCY- National Network for Curriculum Coordination in Vocational and Technical Education.
PUB DATE- Dec 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Minimum Competency Testing; Secondary Education; *State Programs; *Statewide Planning; Student Evaluation; *Technical Education; *Vocational Education

This report describes the status of competency testing in vocational and technical education in the United States in 1988-89. Data were derived from a mailed questionnaire sent to State Liaison Representatives of the National Network for Curriculum Coordination in Vocational-Technical Education. Of a total of 69 surveys, 39 responses were returned by mail; for the others, data were gathered by telephone. Some of the findings of the study were the following: (1) 13 of the states or territories are conducting competency testing of students in vocational and technical education--most in the Southeast and Midwest; (2) 9 states or territories said they are in the process of developing such testing; (3) 12 states or territories are considering development and implementation of vocational student competency testing; and (4) 22 states or territories do not anticipate becoming involved in statewide vocational competency testing. A state-by-state summary of the status of vocational competency testing and a list of contact persons in each state make up the majority of this report. The survey form is appended. (KC)

ED 303 643 CE 051 911

Kleinle, Mark Philip

An Examination of the Perceptions of Vocational Administrators and Instructors of the Instructional Needs of Special Needs Students.

PUB DATE- Dec 88
NOTE- 23p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Disabilities; *Educational Needs; Educational Research; Handicap Identification; Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; *Needs Assessment; Secondary Education; State Surveys; Teacher Attitudes; Teaching Skills; *Vocational Education

A study examined the inservice needs of vocational educators related to the inclusion of special needs students in vocational classes. Purposes were to determine the statewide enrollments of special needs students in vocational programs; to examine the instructional needs of vocational educators for working with these students at three schools; to describe the history, program characteristics, and instructional strategies of working with these students; and to compile a list of inservice needs for instructors. The population included 5 administrators, 3 special needs support persons, and 42 instructors. Data were collected from descriptive information about secondary vocational programs in Pennsylvania obtained through publications from the Department of Education; questionnaires sent to the three schools; and interviews with administrators and special needs persons at the schools. Topics identified as being priorities for teachers dealing with special needs students were teacher attitudes, the mainstreaming process, involvement in the Individualized Education Plan, identification of special students, and teachers' rights. Instructors, administrators, and support persons had needs unique to their professional positions and school settings. Recommendations include inservice program development with instructor involvement in the planning. (YLB)

ED 303 644 CE 051 912

Moore, Jane
Developing Successful Adult Basic Education Programs for Older Adults.
Randolph Community Coll., Asheboro, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Development; *Adult Learning; Adult Literacy; *Aging (Individuals); Andragogy; Cognitive Style; Educational Needs; *Educational Resources; Literacy Education; *Older Adults; Self Actualization; *Student Characteristics; Student Motivation
IDENTIFIERS- 310 Project

This booklet was developed to help literacy instructors of older adults become more knowledgeable about these students. The guide is organized in eight sections that cover the following topics: older adults--who are they?; characteristics of older adults; barriers to learning; older adult developmental stages; the older adult learner; finding learning needs; meeting the older adult's learning needs; and how to optimize learning. Also included are 18 references and resource guides to (1) basic education and topics of interest to older adults and (2) further information on topics of interest. (KC)

ED 303 645 CE 051 913

Weston, Dee, Comp.
Adults Who Believe in Education.
Randolph Community Coll., Asheboro, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Historical Materials (060)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Literacy Education; *Personal Narratives; Reading Instruction; *Student Motivation; *Student Writing Models; *Writing Instruction

This illustrated booklet contains short statements written by students of adult basic education and other adult literacy programs offered in connection with Randolph Community College in North Carolina. The writings are in the students' words in language that is meaningful and pertinent to their levels of reading. The writings are grouped into the following categories: memories of youth; farming--back then; today's treasures; hobbies; and reasons the writers want an education. A brief instructional guide to the writings is included. (KC)

ED 303 646 CE 051 914

Sunderhaus, Tara L.
Life in the Mainstream: Survival Tips for Teachers.

PUB DATE- Dec 88
NOTE- 5p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Modification; *Classroom Techniques; *Disabilities; *Mainstreaming; Secondary Education; *Special Education; *Teaching Methods; Vocational Education
IDENTIFIERS- *Behavior Management

These tips for the vocational teacher with mainstreamed students focus on three areas: the student, the classroom, and teacher strategies. The tips that focus on the student have an interpersonal focus. Recommendations are concerned with student strengths and weaknesses of which the teacher should be aware through observations, gathering and using student background information, and gathering current student information. The classroom tips have an educational focus, dealing with modifying and achieving goals. The third area of emphasis is a survival kit of teacher strategies and behavior management techiques. Practical suggestions are made regarding breaking up activities and work sessions, teaching students how to handle stress, rewarding students, and being flexible. (YLB)

ED 303 647 CE 051 915

About a Week in Nottingham. Themes from the Conference of the International League for Social Commitment in Adult Education (2nd, Nottingham, England, July 13-18, 1986).

International League for Social Commitment in Adult Education, London (England).

REPORT NO.- ISBN-1-85041-017-8
PUB DATE- 86
NOTE- 119p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Change Agents; *Community Education; Conference Proceedings; Continuing Education; Development; International Relations; *Lifelong Learning; *Literacy Education; Nonformal Education; *Social Change; *Social Problems; Womens Education

The first five papers in these proceedings focus on the organization and process of the International League for Social Commitment in Adult Education (ILSCAE). They are "Product into Process: The International League, Its Background, Organization, and Structure" (Anette Svensson, Alan Tuckett); "The Language Question" (John Payne); "Gender Issues" (Jenny Scribbins); "Education for Women and Parent Education" (Jenny Scribbins); and "Non-Formal Social Education in Japan and Its Social Commitment" (Kenji Miwa). Five presentations on literacy are "The Politics of Research: What Should ILSCAE Do?" (Sue Gardener); "A Legal Literacy Project" (Lorraine Marx-Singer); "A Tale of Three Cities" (Ruth Nickse); "A Proposal to Revamp Literacy Education" (Bonnie Orr); and "Writing and Empowerment: Women in Residence" (Ruth Lesirge, Jane Mace). The introduction (by Titus Alexander) to Part 3, Across Institutional Barriers, is followed by "The Workshop Workers' Investigations" (Keith Forrester, Colin Thorne); "Urban Studies" (Julian Agyeman); "Economic Self-Management" (George Burt); "Adult Education and Librarians as Linkers" (Maj and Algar Klasson); "Adult Education for Popular Planning" (Titus Alexander); "Labour Market Training in Sweden" (Birgitta Thellman-Gustavson); "Participatory Action Research in Rural Chile" (Patricio Donoso); "Educating Adults as a Means towards Transforming Society: Some Lessons from Developmental Programmes in the 'Third World'" (Alan Rogers); and "Development of a Decision-Making Model for Cooperative Extension Participation in Community Issues Programmes" (David Deshler, Deborah Wood). Part 4 contains "The Peace Discussion" (David Waterman) and a "Response" (Piet Dijkstra). Appended are (1) a complete list and three-line summary of all papers given, and (2) a list of papers proposed but withdrawn. (YLB)

ED 303 648 CE 051 916

Hoghielm, Robert, Ed.
Rekindling Commitment in Adult Education. Conference Report (New Brunswick, New Jersey, June 10-14, 1984). Reports on Education and Psychology No. 1.
Stockholm Inst. of Education (Sweden).
REPORT NO.- ISBN-91-7656-084-8
PUB DATE- 85
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Change Agents; Conference Proceedings; Continuing Education; Development; Foreign Countries; International Relations; *Lifelong Learning; Nonformal Education; *Social Change; *Social Problems

Papers are provided from a conference intended to create awareness of social issues pertinent to adult education in an atmosphere of critical reflection and dialogue. An introduction discusses the basis of the International League for Social Commitment in Adult Education, which was formed at the conference. Invited authors' contributions are "International Relations, Lifelong Education, and Adult Education" (Ettore Gelpi); "Universities and Non-Formal Education: What Kind of Contribution?" (Paul Fordham); and "Social Commitment in Scandinavian Adult Education" (Robert Hoghielm, Odd Nordhaug). Selected authors' contributions are "The Individual, Human Needs, and Social Change: Towards a Reconceptualization" (Michael Law, Linda Sissons); "Adult Education and Social Change in Northern Ireland" (Tom Lovett); "Going about in Rough Waters: A Case Study of an Adult Education Organization Seeking to Become a Social Change Agent" (John Benseman); "Tocqueville, Participation, and Workplace Democracy as an Educative Force" (Norman Eiger); "Citizen Groups: Their Significance for Adult Education" (David Boggs); and "Development: A Cause for Commitment?" (George Palamattan). This panel presentation is also included: "Social Commitment in Public Continuing Education: Driving and Constraining Forces in the Public Delivery System for Adult Education in New York State" (Jack Ether, Joseph Mangano, Eugene Monaco, Jean Napper). (YLB)

ED 303 649 CE 051 921

Agricultural Science and Mechanics I & II. Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 620p.; For a related document, see ED 301 671.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($33.68).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agricultural Production; *Behavioral Objectives; Competency Based Education; *Course Content; Criterion Referenced Tests; Job Skills; Learning Activities; Postsecondary Education; *Task Analysis

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the agricultural science and mechanics courses. Section 1 contains a validated task inventory for agricultural science and mechanics I and II. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt is made to sequence tasks in instructional order. Section 2 provides descriptions of the agricultural science and mechanics courses. These materials follow: suggested task sequence listings and course outlines for agricultural science and mechanics I and II. The instructional topics within the course outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. Appendixes include lists of references, audiovisual suppliers, and tools and equipment. (YLB)

ED 303 650 CE 051 922

Horticulture III, IV, and V. Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 85

NOTE- 601p.; For a related document, see ED 301 671.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($33.36).

LANGUAGE- English

EDRS Price - MF03/PC25 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Agronomy; *Behavioral Objectives; Competency Based Education; *Course Content; Criterion Referenced Tests; Field Crops; Greenhouses; Harvesting; *Horticulture; Job Skills; Landscaping; Learning Activities; Nurseries (Horticulture); Postsecondary Education; *Task Analysis; Turf Management

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the horticulture program. Section 1 contains a validated task inventory for horticulture III, IV, and V. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt is made to sequence tasks in instructional order. Section 2 provides descriptions of the horticulture program and courses. These materials follow: suggested task sequence listings and course outlines for horticulture III, IV, and V. The instructional topics within the course outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A list of resources is appended. (YLB)

ED 303 651 CE 051 924

Industrial Arts Instructional Task/Competencies for Woods Technology. Competency-Based Education.

Arlington County Public Schools, Va.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 188p.; For related documents, see ED 301 648, ED 301 670, ED 301 675, ED 302 669, and CE 052 024.
CONTRACT- VA-80-C0132-3-AD-001A
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($11.10).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Course Content; Course Descriptions; Course Organization; Educational Resources; Industrial Arts; Job Skills; Postsecondary Education; Program Descriptions; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education; *Woodworking

This instructional task/competency package is designed to be used in combination with the "Industrial Arts Guide to Competency Based Education Implementation" in order to implement competency-based education in the Woods Technology I and II courses in Virginia. The task/competency package contains suggested task sequence listings, content outlines, and task/competency information for the specific courses, Woods Technology I and II. Part 1 of this publication contains descriptions of the industrial arts program and courses, instructional task/competency lists, and content outlines for two woods technology courses. The task/competency lists include the minimum task/competencies identified for inclusion in the courses, listed in a suggested order of instruction. The task/competency outlines correspond with the task/competencies identified in Part 1. The following information is provided for each task/competency: appropriate program and course designation, performance and enabling objectives, a criterion-referenced measure, and suggested activities and aids for instruction. Appendixes list educational resources. (KC)

ED 303 652　　　　　　　　CE 051 925

Competency-Based Course Outlines for Business and Office Education. Accounting, Business Data Processing, Clerical Accounting, and Recordkeeping Occupations. Revised.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- Feb 86

NOTE- 364p.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($9.56).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accounting; Behavioral Objectives; *Bookkeeping; Clerical Occupations; *Competency Based Education; Course Content; Course Descriptions; Course Organization; *Data Processing; Educational Resources; Employment Potential; Job Skills; *Office Occupations Education; Postsecondary Education; Program Descriptions; *Recordkeeping; Secondary Education; State Curriculum Guides; Task Analysis; Vocational Education

IDENTIFIERS- Clerical Skills; *Virginia

The course outlines contained in this book were developed to assist business educators with the implementation of competency-based instruction in Virginia. The outlines are for courses in accounting, business data processing, clerical accounting, and recordkeeping occupations. Each outline is composed of a course description; a listing of skill areas; a topical outline; and enabling, terminal, and personal employability competencies. Each terminal and each personal employability competency has an accompanying performance objective. The enabling competencies are provided to help teachers stress skills and knowledge that students must develop to achieve the terminal competencies. (KC)

ED 303 653 CE 051 926

Business Economics: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 144p.; For a related document, see ED 301 651.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($8.22).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Competency Based Education; *Course Content; Course Organization; *Economics; Educational Resources; Job Skills; Office Occupations Education; Postsecondary Education; Program Descriptions; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education

This task analyses guide is designed to be used in combination with the "Business Education Service Area Resource" in order to implement competency-based education in the Business Economics course in Virginia. The task analyses guide contains the task inventory, suggested task sequence list, and content outline for the specific course in business economics. Section 1 of this publication contains a validated task inventory for business economics. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides a description of the business education programs and program options that incorporate business economics, a description of the course, a task sequence list that provides a suggested order of the task inventory for actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A reference list is included in the guide. The appendix lists sources as well as references to printed and audiovisual materials, computer programs, and games, puzzles, and simulations. (KC)

DOCUMENT RESUME

ED 303 654 CE 051 927

Medical Office Procedures: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 84
NOTE- 113p.; For a related document, see ED 301 651.
GRANT- VA-82-C-132-2-AD-001
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($6.69).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Competency Based Education; *Course Content; Course Organization; Educational Resources; Job Skills; *Medical Record Technicians; *Medical Services; *Office Occupations Education; Postsecondary Education; Program Descriptions; Secondary Education; Secretaries; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- *Virginia

This task analyses guide is designed to be used in combination with the "Business Education Service Area Resource" in order to implement competency-based education in the Medical Office Procedures course in Virginia. The task analyses guide contains the task inventory, suggested task sequence list, and content outline for the specific course in medical office procedures. Section 1 of this publication contains a validated task inventory for medical office procedures. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides a description of the business education program that incorporates medical office procedures, a description of the course, a task sequence list that provides a suggested order of the task inventory for actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A resource list is included in the guide. (KC)

ED 303 655   CE 051 928

Virginia DECA Competitive Events Handbook.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 83p.; For a related document, see CE 051 929.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($5.87).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Education; Competency Based Education; Competition; *Distributive Education; *Educational Resources; Extracurricular Activities; Job Skills; Learning Activities; Program Descriptions; Program Development; *Program Implementation; Secondary Education; State Curriculum Guides; State Programs; *Student Organizations; *Student Projects; Vocational Education
IDENTIFIERS- *Distributive Education Clubs of America; *Virginia

This handbook combines in a single publication several sets of guidelines for separate competitive events sponsored by the Virginia Association of the Distributive Education Clubs of America (VA DECA). The handbook is organized to promote understanding of the relationships between the competitive events held on the national level and those sponsored by VA DECA on the district and state levels and between the distributive education regular program and DECA co-curricular chapter activities. The material has been selected to be used as a resource by both new and experienced DECA chapter advisors in their administration of competitions sponsored by VA DECA. An introductory section explains the VA DECA competitive events program's purpose and rationale and a chart of competitive events. The rest of the guide is organized in six sections. The sections provide the following information: (1) competency-based competitive events; (2) individual participation events; (3) selection and training of judges for competency-based and individual participation events; (4) individual written events; (5) chapter activities; and (6) DECA Diamond Project guide. Sample forms are provided for all activities. (KC)

ED 303 656   CE 051 929

Virginia DECA Handbook for Advisors.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 87

NOTE- 169p.; For a related document, see CE 051 928.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($9.72).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Business Education; Competence; Competency Based Education; Curriculum; *Distributive Education; Educational Resources; Extracurricular Activities; Job Skills; Leadership Training; Learning Activities; Marketing; Program Descriptions; *Program Development; *Program Implementation; Secondary Education; State Curriculum Guides; State Programs; *Student Organizations; Student Projects; *Teacher Role; Vocational Education

IDENTIFIERS- *Distributive Education Clubs of America; *Virginia

This handbook provides overall guidelines for the secondary division of the Virginia Association of the Distribtive Education Clubs of America (VA DECA). The handbook was written to clarify and promote the educational value of DECA activities; to outline procedures and provide material for local chapter improvement and development; to provide for individual member growth and development; and to help chapters function best in their role of supplementing marketing education instruction. The guide is organized in five sections that provide information on the following topics: (1) national DECA; (2) Virginia DECA; (3) organization of local chapters; (4) management and operation of local chapters; and (5) leadership development. Extensive appendixes contain DECA publicity guidelines; ideas for DECA employer-employee social functions; the DECA district leadership conference training handbook; the DECA state leadership conference training handbook; and a DECA yearly calendar of events. (KC)

ED 303 657 CE 051 930

Young Homemakers of Virginia Leadership Guide.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 91p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($10.53).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Education; Competence; Competency Based Education; Curriculum; Educational Resources; Extracurricular Activities; *Home Economics; Job Skills; *Leadership Training; Learning Activities; Program Descriptions; *Program Development; *Program Implementation; Secondary Education; State Curriculum Guides; State Programs; *Student Organizations; Student Projects; Teacher Role; Vocational Education
IDENTIFIERS- *Virginia; *Young Homemakers of Virginia

This guide is designed for use by advisors, officers, and other members of local chapters of the Young Homemakers of Virginia. It contains recommendations and suggestions to help local chapters conduct their programs and work toward their educational purposes in a professional, effective manner. The guide is organized in two sections. The first section consists of 10 guidelines appropriate for all local chapters. The guidelines cover the following: (1) introducing the Young Homemakers of Virginia; (2) organizing a Young Homemakers of Virginia chapter; (3) developing leadership skills; (4) electing chapter officers; (5) conducting meetings; (6) keeping chapter records; (7) developing a public relations program; (8) recognizing outstanding members and chapters; (9) observing Young Homemakers of Virginia Week; and (10) installing chapter officers. The second section consists of dividers to facilitate the filing of materials of interest to a single chapter. Headings include calendar, directory, program of work, installation service, by-laws, and annual forms. (KC)

ED 303 658   CE 051 936

Engelbrecht, Jo Ann; And Others
Informing Students about Nontraditional Careers: A Resource Manual.
North Texas State Univ., Denton. Div. of Occupational and Vocational Education.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 87
NOTE- 121p.; Project title: Projects To Prepare Students for Nontraditional Careers.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; *Career Education; Females; Models; *Nontraditional Occupations; Occupational Information; *Program Development; Sex Bias; *Sex Fairness; Sex Stereotypes; Teacher Attitudes

This manual is intended to assist personnel at the local level in achieving equity in vocational education. It presents a planning model for sex equity programs and provides information about nontraditional careers, suggested strategies for informing students about nontraditional careers, and resources useful in developing a program to inform students about nontraditional careers. Chapter I presents the rationale for providing individuals with information about nontraditional careers. Chapter II discusses the five phases in the awareness process through which educators move in their progress toward sex-fair teaching. Chapter III contains the planning model for sex equity programs. It addresses needs assessment, administrative support, identification of areas of impact, and obtaining resources. Chapter IV highlights strategies for administrators, counselors, and teachers to use to increase student awareness and knowledge of nontraditional options. Chapter V lists sources of equity and nontraditional materials, briefly describes selected equity materials, lists selected media available in the area, and contains a glossary of terms. Chapter VI lists projects in equity and nontraditional careers in Texas and names, addresses, and telephone numbers of equal access or equity coordinators of each state. Appendixes include a table of estimated annual salaries of 148 occupations and sample materials field-tested by teachers. (YLB)

ED 303 659　　　　　　　　　　CE 051 939

Planning of Short Courses in WRNAFE. Development Planning in NAFE. Bulletin No. 10.
Further Education Unit, London (England).
PUB DATE- Dec 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; Educational Planning; Foreign Countries; *Inplant Programs; Job Training; *Minicourses; Needs Assessment; *Program Development; *Refresher Courses; *Retraining; Skill Obsolescence
IDENTIFIERS- Great Britain

This bulletin aims to identify good practice in the adoption of a strategic approach to developing short courses in work-related nonadvanced further education (WRNAFE) in Great Britain. The focus is on vocational updating and retraining aimed principally at those in employment, usually at full cost to employers/sponsors. The bulletin discusses information collected by a study of employers and colleges. Findings indicate that (1) employers identify short-course training needs in an ad hoc manner without reference to labor market information; (2) local education authority (LEA) and college program plans exhibit a lack of mission identification, objectives setting, and, in general, strategic planning; (3) a coherent and responsive service for employer retraining needs requires planned coordination on an intra- and inter-institutional basis; and (4) monitoring and evaluation procedures are essential in assessing performance. Issues raised by revenue and capital funding are discussed. The bulletin concludes with this suggestion: that planning for revenue-earning short-course activity should be embedded in future LEA and individual college corporate plans and programs. (YLB)

ED 303 660 CE 051 942

Taking the Next Step: An Educational Support Program for Disadvantaged Women.
South Carolina Univ., Columbia.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 88
NOTE- 139p.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Programs; Correctional Education; Correctional Institutions; *Disadvantaged; *Females; Job Placement; *Prisoners; Program Development; Program Evaluation; *Program Implementation; *Social Support Groups
IDENTIFIERS- *Exoffenders

This book is the result of a grant to develop and implement a program designed to enable adult female offenders, parolees, and probationers to enroll in and complete educational programs, develop job search skills, increase their self-esteem, and be placed in jobs. Chapter 1 describes the one year the program operated in South Carolina. It discusses the specific problems, needs, and issues of female offenders and ex-offenders. Pitfalls and successes of the program are presented. Chapters 2, 3, and 4 present operational guidelines for setting up, operating, and evaluating a similar program. The guidelines are intended for use by correctional agencies and other agencies, organizations, and groups dealing with disadvantaged women. Chapter 2 covers steps in setting up an educational support program (ESP)--planning, organizing, staffing, maintaining accountability, developing resources, and setting up intake and referral procedures. Chapter 3 describes procedures involved in operating an ESP: enrollment, screening and selection, support services, verification of educational and career plans, application for financial aid, educational plan enrollment, class registration, monitoring, and job placement. Chapter 4 addresses formative and summative evaluation. Sample forms are provided in each chapter. Appendixes include a list of financial aid publications, information on standardized tests, and 12 references. (YLB)

ED 303 661 CE 051 944

Technical Committees: From Concept to Action.

National Alliance of Business, Inc., Washington, D.C.; National Vocational Education Professional Development Consortium, Columbus, OH.

PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advisory Committees; *Consultants; Educational Legislation; *Federal Legislation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This informational booklet discusses the history and concept of technical committees in vocational education and some critical elements of their operation. The first part considers the legislative provision and substantive implications that flow from it. The function and establishment of committees, determination of which occupational areas should have a committee, and significant characteristics of technical committees are addressed. The second part describes potential benefits of such committees. Six specific benefits to the vocational system are discussed: creation of understanding and commitment to vocational education, provision of a viable forum for exchanging ideas affecting human resource development, confirmation or validation of existing skill inventories, development of a network, relationship to local craft councils, and application of technical committees to other sections of the Perkins Act. The final part of the publication focuses on business participation. It addresses such concerns as what business will ask for, which business people have knowledge to share, and where the right individuals can be found. (YLB)

ED 303 662 CE 051 945

Lawyers for Literacy. A Bar Leadership Manual. A Special Service Publication of the American Bar Association's Task Force on Literacy.

American Bar Association, Washington, D.C.

REPORT NO.- ISBN-0-89707-317-7

PUB DATE- 87

NOTE- 82p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Adult Literacy; *Illiteracy; *Lawyers; *Literacy Education; *Professional Associations

IDENTIFIERS- *Bar Associations

This manual is designed to provide materials to help state and local bar associations become involved with the literacy issue. Chapter 1 provides an overview of illiteracy as a very serious problem. Chapter 2 describes major public and private efforts to combat illiteracy. Chapter 3 explains why the bar associations should be involved. Chapter 4 offers 28 discrete program ideas to assist state and local bars in developing effective literacy improvement initiatives. Although the chapter is divided by state bar association, local bar association, and individual lawyer headings, these divisions are somewhat arbitrary. Chapter 5 concludes that universal literacy is a national imperative. The appendix is an abridged alphabetical index of organizations and literacy programs mentioned within the manual. (YLB)

ED 303 663   CE 051 947

Sturgess, Jack
Learning from JTS.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-086-5
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; *Employment Programs; Foreign Countries; *Job Training; Postsecondary Education; Program Implementation; *Role of Education; School Role; *Unemployment; *Work Experience Programs
IDENTIFIERS- Great Britain; *Job Training Scheme (England)

This report presents findings from a project to identify the role of further education (FE) in the new Job Training Scheme (JTS) in Great Britain. An introduction provides an outline of JTS. Chapter 2 reviews JTS provision in local education authorities (LEAs) and the role of LEAs and their institutions. Chapter 3 describes selection of the four case studies, which included interviews to analyze and appraise the programs in light of Manpower Services Commission (MSC) criteria for the JTS. In chapter 4, the MSC criteria are compared with a Further Education Unit REPLAN curriculum design checklist. Differing emphases are noted. Chapter 5 summarizes findings from the case studies under the headings of principles and policies, design, implementation, and evaluation and development. The conclusions in chapter 6 highlight issues of concern for local authorities and institutions under the same headings. Chapter 7 offers guidance to LEAs and colleges with emphasis on these themes: flexibility, cooperation, coordination, staffing, initial assessment, and constant review. Appendixes include the questionnaire, materials related to implementation of the JTS, statistical data, and case study reports. (YLB)

ED 303 664 CE 051 948

Rock, Michael E.

Psychoandragogy: Applying Insights from the Depth Psychology of Carl Jung to Adult Learning.

PUB DATE- 88
NOTE- 19p.; Paper presented at the Association of Canadian Community Colleges Conference (Saint John, New Brunswick, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Students; *Andragogy; Educational Theories; *Psychoeducational Methods; *Psychology
IDENTIFIERS- *Jung (Carl G)

The issue of relationship is important personally and organizationally. Individuals find themselves, discover who they are, existentially and psychologically speaking, in the living of their relationships. The question is then what adult education experience is available--solid in theory and in practice--to teach the art and science of the "90 percent factor"--90 percent because that proportion of the problems in organizations are relationship issues. Psychoandragogy is one way to begin addressing and answering this question and the corresponding urgent learning need for exposure to and learning about one's inner world as the major connecting link to a valued human journey. Adult educators should not ignore the reality, the influence, and the significance of "psyche" (soul) on "educatio" (learning). Adult educators need to be trained and qualified for this linkage of psyche and education, for psychoandragogy. Three key dynamics of the human journey lend themselves well to psychoandragogy: re-evaluation of the feminine, listening and emotional education, and potential and shadow (Jung's name for the flip side of one's conscious self-image). Management by insight (MBI) is one way to develop personal and interpersonal awareness in managers. (YLB)

ED 303 665 CE 051 949

Usera, John J.
Business and Industry Employer Requirements and Job Prospects for Labette and Cherokee Counties.
Labette Community Coll., Parsons, KS.
PUB DATE- May 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Demand Occupations; Economic Development; *Employer Attitudes; Employment Opportunities; *Employment Projections; Futures (of Society); *Labor Market; Labor Needs
IDENTIFIERS- *Kansas (Cherokee County); *Kansas (Labette County)

A study was conducted to assess the job prospects and personnel requirements of business, industry, and service agencies in Labette and Cherokee Counties (Kansas). Data were obtained from the 65 employers who replied to a survey mailed to a selected sample of 135 companies and organizations that represent a nonretail cross-section of the two counties. Some of the results of the study were as follows: (1) companies located in Cherokee County anticipated a 7 percent increase in number of employees by May 1989, and an 11 percent increase by May 1991; (2) companies located in Labette County anticipated a 4 percent increase in employees by May 1989, and a 10 percent increase by May 1991; (3) employers in Cherokee County reported an average of 14 percent turnover in employees, while the average turnover in Labette County was 20 percent; (4) about one-third of the respondents classified the business climate in their area as poor, while another one-third found the business climate to be good to excellent; and (5) overall, the business climate for the area was found to be average to good. Employers offered suggestions for business-school cooperation and economic development to provide the personnel and jobs the counties need for the future. The survey form is included, as well as a list of participating companies. (KC)

ED 303 666 CE 051 951

Fang, Rong-Jyue; Kuo, Shin-Gia
A Study of Integrated Instruction for Flexible Manufacturing Systems.
PUB DATE- 5 Dec 88
NOTE- 15p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; Computer Simulation; Foreign Countries; *Manufacturing; Manufacturing Industry; Material Development; Online Systems; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- *Computer Integrated Manufacturing; *Taiwan

A study was undertaken to develop hardware and software to help students learn the operation of real production lines and imitate them without disturbing the actual working of the production line. The study also identified major research topics according to the list of eight major technologies targeted by the Taiwanese government and considered the resources available to be used in the research. Another focus was the setting of instructional goals compatible with industrial needs and skills. Success of the instructional process was measured by student application of skills and knowledge in other situations. Manufacturer input was solicited for design of the training equipment to ensure the actual use of the machines within the manufacturing industry. Computer-assisted instruction was recommended for training for flexible manufacturing systems. The project itself used an image process camera to aid the student learning through a simulation. Computer-assisted instruction was found to be necessary to train students for the computer-integrated manufacturing systems being adopted by the manufacturing industry. (YLB)

ED 303 667 CE 051 953

Specific Learning Difficulties.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 89

NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Ancillary School Services; Classroom Techniques; *Diagnostic Teaching; *Dyslexia; Foreign Countries; Handicap Identification; Learning Disabilities; *Literacy Education; Reading Diagnosis; Spelling; *Teaching Methods
IDENTIFIERS- Great Britain

This paper presents findings from a project to identify and pilot the most appropriate forms of learning support for students with specific learning difficulties. The specific focus is dyslexia among adult basic education students. The document suggests first that the tutor's awareness of specific learning difficulties be developed through background information in written language processing and learning to collect a history/profile through student interviews. A checklist of features common to dyslexic students is provided. A diagnostic method is then based on a miscue analysis of the student's reading, an error analysis of the student's spelling in a dictation, and an analysis of the student's free writing. Two approaches to developing learning support for students with specific learning difficulties are discussed: setting up specialist learning support classes and working within literacy classes. The importance of establishing a spelling program is also addressed. A brief summary is then provided of the main points that emerged as learning strategies were developed in the areas of handwriting, writing, and reading and study skills. Practical ideas are offered for establishing a learning support class and providing learning support within literacy classes. (YLB)

ED 303 668 CE 051 954

Kitinoja, L.; Heimlich, J. E.

For the Arts To Have Meaning...A Model of Adult Education in Performing Arts Organizations.

PUB DATE- May 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Art Education; Community Education; *Lifelong Learning; Marketing; *Models; *Publicity; Public Relations; *Theater Arts; Theaters

A model of adult education appears to function in the outreach programs of three Columbus (Ohio) performing arts organizations. The first tier represents the arts organization's board of trustees, and the second represents the internal administration of the company. Two administrative bodies are arbitrarily labelled as education and marketing, which may or may not exist as separate entities in each organization. The responsibilities of these units or of the general administration encompass a wide variety of education activities, both formal and informal. The third tier of the model represents the personnel who carry out (and sometimes receive) education and training. For performing arts companies, marketing, or any promotional activity, is seen as having an educative function in that it increases awareness of and knowledge regarding the arts. Although education is seen overall as secondary to performance, it is seen as a vital component in the promotional activities related to the performance. Educational activities are described as important in the efforts of audience building and attracting funding and sponsorship. The future of the three companies is dependent on accessibility to the art. Arts education is a key to lifelong learning, leisure activity, and a mutually beneficial relationship between the performing arts and the host community. (YLB)

DOCUMENT RESUME

ED 303 669 CE 051 956

Campbell, Dennis E.; Macey, James R.
Critical Thinking: Its Relationship in Education and Training.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Conference on Technology and Training in Education (Biloxi, MS, March 7-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Critical Thinking; *Decision Making; Military Training; *Problem Solving; *Training

This paper addresses the concept of critical thinking and its utility in education and training. It is divided into three segments. First, the paper defines critical thinking by establishing what critical thinking is and is not. Second, the relationship between critical thinking and education is explored. The goal of education is reviewed, and then examples of techniques to teach critical thinking are covered. Third, the notion of critical thinking in training is examined. The analysis begins with a review of the literature regarding the term "training" and suggests the need for a broader definition. The section ends with suggestions for how critical thinking can be applied in training situations. (Author/YLB)

ED 303 670 CE 051 957

Reauthorization Positions of the American Vocational Association Regarding the Carl D. Perkins Vocational Education Act of 1984. Issue Paper. Revised.
American Vocational Association, Alexandria, VA.
PUB DATE- 12 Jan 89
NOTE- 55p.; Cover title varies slightly.

AVAILABLE FROM- American Vocational Association, 1410 King St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; Career Education; Career Guidance; *Educational Legislation; *Federal Aid; *Federal Legislation; Position Papers; Postsecondary Education; Secondary Education; Student Organizations; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Reauthorization Legislation

Section I of this document highlights the major changes proposed by the American Vocational Association Board of Directors in its final reauthorization document. The Board's position is that the Carl D. Perkins Vocational Education Act should be reauthorized with modest modifications and increased funding authority; qualified federal staff with specific responsibility to administer quality federal vocational programs should be mandated; the sole state agency concept should be continued; the balance between program improvement funds and funds for special populations should be maintained; basic education skills should be integrated into the vocational education curriculum; the importance of vocational student organizations should be emphasized; assistance should be maintained for community-based organizations serving disadvantaged youth, consumer and homemaking education, and career guidance and vocational counseling; business-industry-labor-education partnerships should be emphasized; the Tech-Prep Education Act should be integrated into the Perkins Act; and funding should be provided for a new Vocational Education Personnel Development Assistance Program, Curriculum Coordination Centers, and limited English proficiency vocational training. Section II indicates proposed changes in the actual text of the bill. (YLB)

ED 303 671   CE 051 958

Walker, Gary; And Others
An Independent Sector Assessment of the Job Training Partnership Act. Phase II: Initial Implementation.
Grinker, Walker and Associates, New York, NY.; MDC, Inc., Chapel Hill, N.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Commission for Employment Policy (DOL), Washington, D.C.; Rockefeller Foundation, New York, N.Y.

PUB DATE- Jan 85
NOTE- 172p.
GRANT- 99-4-0794-50-325-02
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; *Coordination; *Disadvantaged; *Employment Programs; Federal Government; Federal Legislation; *Government Role; *Job Training; Program Effectiveness; Program Evaluation; *Public Agencies; State Government
IDENTIFIERS- *Job Training Partnership Act 1982

This report describes and assesses the actual Job Training Partnership Act (JTPA) program that is implemented. It covers the initial operating period, the nine months from October 1, 1983, through June 30, 1984, of Title II-A, Training Services for the Disadvantaged. Chapter I is an introduction. Chapter II discusses the basic configuration of the JTPA program: its structure, training activities, services, contractors, participants, achievements, and concerns. Chapter III examines the new relationships established between public and private sectors at both the local and state levels. Chapter IV discusses policies and practices at the state and local levels relating to the legislation's mandate for more effective coordination between JTPA and other public agencies with an interest in employment and training services. It provides an assessment of the coordination achieved with several major public institutions--education, employment service, economic development, and welfare--and describes the issues facing further attempts to satisfy this aspect of the legislation. Chapter V examines the roles and activities undertaken by the federal and state governments as the primary overseers of JTPA programming and the degree to which the oversight role they played influenced local programming choices. Chapter VI summarizes the report. Instruments and a survey report are appended. (YLB)

ED 303 672 CE 051 961

20 Facts on Women Workers. Fact Sheet No. 88-2.
Women's Bureau (DOL), Washington, D.C.

PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Blacks; Demography; *Employed Women; Employment Statistics; Entrepreneurship; *Income; *Labor Force; *Minority Groups; *Mothers; Motivation; Poverty; Whites

This fact sheet lists 20 interpreted statistics on women workers. The facts cover the following data: number of women workers and their percentage in the labor force; length of time women are expected to stay in the labor force; racial and ethnic groups in the labor force; part-time and full-time employment; types of occupations in which women are employed; unemployment rate of women; reasons why women work; percentage of family income earned by working wives; women in poverty; education and likelihood of working; median income of women; women entrepreneurs; working mothers; and female heads of families. The data for the fact sheet were taken from the Bureau of Labor Statistics' "Employment and Earnings, January 1988." (KC)

ED 303 673 CE 051 962

Ciccone, Janet Kiplinger, Ed.; Friedenberg, Joan E., Ed.

Vocational Special Needs Learners: Five Years of Research and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 226p.

CONTRACT- V051A8002

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)

DESCRIPTORS- Adult Education; Adult Vocational Education; *Blacks; *Correctional Education; *Disabilities; Displaced Homemakers; Educational Development; Educational Legislation; Educational Research; Education Work Relationship; Federal Legislation; *Limited English Speaking; *Nontraditional Occupations; One Parent Family; Postsecondary Education; Research and Development; Secondary Education; *Vocational Education; Womens Education

This publication is a review and synthesis of the last five years of the literature related to special populations designated in the Carl D. Perkins Vocational Education Act. The document contains six chapters. "Black American Participation in Vocational Education" (Ernest Fields) traces the historical evolution of education for jobs as experienced by Blacks. "Limited English-Proficient Persons" (Joan Friedenberg) documents the fact that a majority of vocational education programs make little or no effort to recruit these students into their programs. "Education Behind Bars: Focus on Vocational Education for Adult Inmates" (Ida Halasz) finds that while a lack of basic academic and employability skills is a contributing factor to crime, the corrections system does not put great emphasis on education. "Individuals with Disabilities and Vocational Education" (Margaretha Izzo, Janet Ciccone) reports that a vast number of disabled youth leave secondary school without the skills required to make the transition to work and to remain employed. This chapter also addresses the controversy regarding formal versus informal assessment. "Encouraging Nontraditional Options" (Louise Vetter) indicates that much of the available research focuses on student recruitment into nontraditional programs. "Single Parents and Homemakers" (Louise Vetter) identifies the comprehensive services needed for an optimal program for this group. (YLB)

ED 303 674 CE 051 965

Cameron, Walter A.
Training Competencies of Human Resource Development Specialists in Tennessee. Final Report. Research Series No. 3.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
PUB DATE- Dec 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Development; *Educational Needs; Educational Research; *Job Skills; *Labor Force Development; Needs Assessment; Professional Development; *Specialists; Staff Development; State Surveys; Task Analysis; *Trainers; Training
IDENTIFIERS- Tennessee

A project identified training competencies performed by human resource specialists and determined competencies that needed further professional development. It used this information to assess the adequacy of the training programs of the University of Tennessee's Department of Technological and Adult Education and to determine the feasibility of developing a professional development seminar for upgrading specialists. Study respondents were 226 members of 5 Tennessee chapters of the American Society of Training and Development. A task form sort collected information about the 78 tasks identified. More than 50 percent of the respondents reported they performed 63 of the 78 training tasks; more than 50 percent rated the need for additional training as important for 69 training tasks. The administrative area in present departmental programs showed some limitations with respect to providing adequate preparation for training specialists. Characteristics such as age, level of education, military experience, training experience, location in state, or number of training specialists at a workplace had limited impact on whether a training specialist performs a task or needs additional training. (Appendixes include the cover letter and survey directions and forms.) (YLB)

ED 303 675 CE 051 968

Merkel-Keller, Claudia
Reauthorization of the Carl D. Perkins Vocational Education Act, P.L. 98-524: The Results of the National Association of State Directors of Vocational Education (NASDVE) Study.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Needs; *Federal Programs; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; *State Federal Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

When the Secretary of Education recommended in the 1988 Fiscal Year Budget that the Carl D. Perkins Vocational Education Act not be renewed, and therefore that vocational education receive no federal funds, the National Association of State Directors of Vocational Education (NASDVE) conducted their own evaluation of the effectiveness of the Act. A planning group from the organization organized the study and created a survey. The study was configured around four components: (1) determination of the availability of data in each state for the series of research questions in the implementation study; (2) an assessment of successes, problems, and recommendations regarding implementation of the Perkins Act; (3) selected vocational education data requests--to gather data from each state on vocational enrollments, number of programs, number of eligible recipients, and number of economically depressed areas; and (4) key examples of effectiveness of the Perkins Act. Preliminary results from mailed surveys of these four areas suggested that vocational education is providing needed services and programs and that the federal aid they have received through the Perkins Act is critical to that success. The NASDVE, therefore, appealed for continuation of vocational education funding. (KC)

ED 303 676 CE 051 978

GED Items. Volume 4, Numbers 1-6.
American Council on Education, Washington, DC. GED Testing Service.
PUB DATE- 87
NOTE- 50p.; For volume 5 of this newsletter, see CE 051 979.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Cognitive Processes; *Disabilities; *High School Equivalency Programs; *Literacy Education; *Marketing; Mathematics Instruction; Military Service; Student Recruitment; Teacher Education; Writing Instruction
IDENTIFIERS- *General Educational Development Tests

The first of six issues of the GED Items newsletter published in 1987 contains articles on one company's approach to literacy in the workplace, General Educational Development (GED) teacher training videotapes, and a process model for improving thinking skills. Articles in issue 2 address military recruiting, synthesis thinking skills, and GED in Canada. Issue 3 presents articles on resources for adult learners with disabilities, adult education at Gallaudet University in Washington, D.C. (the only university in the world established to provide higher education for deaf people), adult learners with disabilities, and GED communication strategies for marketing. Issue 4 contains articles on first results of the 1988 GED tests, highlights of the annual GED conference, teaching tips for writing, and teaching tips for the revised GED tests. Articles in issue 5/6 concern suggestions for GED mathematics instruction, GED and the community college, marketing strategies, and expansion of the National Issues Forums' Literacy Program. (YLB)

ED 303 677 CE 051 979

GED Items. Volume 5, Numbers 1-6.
American Council on Education, Washington, DC. GED Testing Service.
PUB DATE- 88
NOTE- 50p.; For volume 4 of this newsletter, see CE 051 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Cognitive Processes; *Disabilities; *High School Equivalency Programs; Learning Disabilities; *Literacy Education; *Marketing; Mathematics Instruction; Military Service; Physical Disabilities; Science Instruction; Student Recruitment; Teacher Education; Teaching Methods; Writing Instruction
IDENTIFIERS- *General Educational Development Tests

The first of six issues of the GED Items Newsletter publishied in 1988 contains articles on General Educational Development (GED) mathematics instruction, suggestions for teaching writing, and public relations and marketing. Issue 2 has articles on GED science instruction, GED for Marines, holistic scoring, and a review of the new GED tests. Articles in issue 3 address GED credibility and acceptability, GED social studies instruction, GED writing instruction, teaching adults, GED and industry, and the GED advisory committee. The articles in issue 4/5 focus on GED and learning disabled students, testing the physically handicapped, GED test 4 (interpreting literature and the arts) teaching tips, and the GED essay. Issue 6 contains articles on a follow-up of GED completers, GED writing instruction and teaching tips, GED and the military, and GED success stories. (YLB)

ED 303 678 CE 051 980

Imel, Susan
Trends and Issues in Adult Education 1988. Information Series No. 330.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 35p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN330: $4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Adult Education; Adult Educators; *Adult Learning; *Adult Literacy; Certification; Educational History; *Educational Trends; Equal Education; Ethics; *Futures (of Society); Literacy Education; Participation; Professional Recognition

Adult education is experiencing rapid growth as a result of social, demographic, economic, and technological factors. At the same time, it is struggling with its own maturation and development as a profession. Specific trends and issues emerge from this context, one group related to the profession and another related to adult education programs. At the heart of the issue of how and why the field should professionalize is the question of whether adult education should seek professional status similar to medicine and law or develop a new model of professionalization. A related issue is certification of practitioners. Debate concerns determination of appropriate proficiencies and of an appropriate credential and credentialing body. Emerging ethical issues include differing opinions over the establishment of a code of ethics. Another trend is the study and interpretation of adult education history. Adult learning is one of the most thoroughly investigated areas in the field. Considerable movement has occurred in access and equity and in adult literacy education, particularly as they relate to the development and delivery of programs. Access and equity issues focus on the question of who participates and what barriers deter participation. New emphases in adult literacy include policymaking and development of programs targeted to specific populations. (Includes 72 references.) (SK)

ED 303 679 CE 051 981

Smith, Thomas J.; Trist, Carolyn
Training and Educating the Work Force in the Nineties: The Rationale for Public/Private Collaboration. Public/Private Ventures. Information Series No. 331.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 65p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN331: $6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Agency Cooperation; Educational Legislation; *Employment Patterns; Employment Qualifications; Federal Legislation; Job Skills; *Job Training; *Labor Force Development; Postsecondary Education; *Private Agencies; *Public Agencies; School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982

The need for partnerships among deliverers of training in the public and private sectors has reached a critical point if U.S. businesses are to remain competitive. The work force and workplace are being transformed by demographic trends, economic and employment trends, a growing skills mismatch, and concerns over educational effectiveness. Two responses to the changes are de-skilling of jobs and reorganization of work. Responses of the public and private training sectors to these problems and to collaborative efforts for solving them are affected by the history of private sector influence and involvement in job training policy. The failure of the Comprehensive Employment and Training Act led to greater emphasis on joint public-private efforts in the Job Training Partnership Act (JTPA) and Carl D. Perkins Vocational Education Act. The rationale for public-private linkages encompasses the arguments that they can improve national competitiveness and productivity, increase equity in access to employment, and enhance local economic development. Existing forms of collaboration provide guidelines for further attempts to build partnerships. Recommendations call for a greater investment in public education, reorientation of federal vocational education programs, modification of JTPA performance incentives, stronger federal support for public-private training initiatives, and public awareness. (Includes 60 references and a selected bibliography.) (SK)

ED 303 680 CE 051 982

Halasz, Ida M.
Trends and Issues in Career Education 1988. Information Series No. 332.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN332: $4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Career Development; *Career Education; Career Guidance; Computer Uses in Education; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Employment Patterns; *High Risk Students; Lifelong Learning; Occupational Information; Postsecondary Education; *Technological Advancement; Work Environment

Using recent literature, this paper examines current trends and issues in career education for all levels, kindergarten through adult. Some of the observations made about career education trends and issues are as follows: (1) career education is a viable construct; (2) career education, career guidance, and career development are distinct but related terms; (3) career education is fundamental in helping individuals cope with the changing workplace; (4) career education is a lifelong need; (5) career education can help at-risk youth make the transition from school to work; and (6) computers are a vital medium for the delivery of career education. Seventy-nine references are provided. (SK)

ED 303 681 CE 051 983

Slavenski, Lynn; Buckner, Marilyn

Career Development Programs in the Workplace. Information Series No. 333.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 52p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN333: $6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Career Development; *Job Performance; Job Satisfaction; *Labor Force Development; Needs Assessment; On the Job Training; *Personnel Management; *Program Development; Quality of Working Life; Staff Development; Vocational Adjustment

A number of factors drive the current trend toward career development in the workplace. They include the need to predict personnel needs, social and demographic trends, changing nature of work, changing types of jobs, equity, productivity, technological change, and organizational philosophies. Career development is important at every step in the management cycle, the system by which employees join, grow, and develop within an organization. It is a system consisting of all of those programs and tools used to support the entire management cycle. The career development model can be divided into three phases: staffing, evaluating, and developing. Creation of a career development program first requires an assessment of the organization's need for career development. After needs assessment, the developer must create a vision of what the career development should be, initially including all possibilities. Next, an action plan must be developed. The final step is evaluation of the program and revisions, if necessary. Many research opportunities still exist in the field of career development in such specific areas as integration of career systems with other organizational systems, objectives-based program evaluation, and effects of organizational cultural variables. (Includes 94 references.) (SK)

ED 303 682 CE 051 984

Budke, Wesley E.
Trends and Issues in Vocational Education 1988. Information Series No. 334.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 37p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN334: $4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Basic Skills; Economic Factors; Educational Change; *Educational Trends; *Employment Patterns; Equal Education; Futures (of Society); *Job Training; *Population Trends; Postsecondary Education; Secondary Education; Sociocultural Patterns; *Technological Advancement; *Vocational Education

Vocational education providers need knowledge of trends and critical issues in order to prepare workers for the future. The context of vocational education and training programs is greatly influenced by social, economic, and technological forces to which they must respond. Among the most important social trends are the following: (1) increase in minority populations; (2) increase in nontraditional families; (3) aging of the population; (4) changes in life-style; and (5) changes in the culture of the workplace. Technological forces having an impact on vocational education include changes in skills and skill levels of workers resulting from technological changes and the transformation of the workplace into a learning environment. Related economic trends are the change from a manufacturing to a service economy, increased international competition, and growth of small businesses. Three major trends in vocational education have emerged in the 1980s: an impetus for reform; changing administrative and instructional roles; and access to vocational education. Within the framework of these broader trends are specific issues confronting vocational educators, in such areas as at-risk populations, teacher preparation, basic skills improvement, dropout prevention, program articulation, public-private sector linkages, technology as an instructional medium and as subject matter, emphasis on higher-order thinking skills, academic credit for vocational education, and vocational education at the elementary school level. (Includes 62 references.) (SK)

DOCUMENT RESUME

ED 303 683 CE 051 985

Tindall, Lloyd W.
Retaining At-Risk Students: The Role of Career and Vocational Education. Information Series No. 335.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 57p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN335: $6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Education; Dropout Characteristics; *Dropout Prevention; Educational Strategies; Education Work Relationship; Elementary Secondary Education; *High Risk Students; Models; *Potential Dropouts; Program Development; Role of Education; *School Holding Power; *Vocational Education

This paper reviews the literature related to the role of career and vocational education in retaining at-risk secondary youth and motivating them to return to secondary or postsecondary school. Selected literature from nonvocational but related areas of service is reviewed to provide the reader with an overview of the scope of the problem and the efforts that other members of the community are making to serve at-risk youth. The paper identifies five major areas of interest to career and vocational educators in the literature: (1) the diverse definitions, characteristics, and causes of at-risk status; (2) the implications of the problem of at-risk youth for the U.S. labor force; (3) key vocational and nonvocational strategies for resolving the problems of at-risk youth; (4) exemplary vocational and nonvocational programs for serving at-risk youth; and (5) the role of career and vocational educators in meeting the needs of at-risk youth. Forty-two references are included. (SK)

ED 303 684 CE 051 986

Leptak, Jeffrey
Giving and Receiving Constructive Criticism. Techniques.
PUB DATE- Feb 89
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Dialogs (Language); Group Discussion; *Group Dynamics; *Interpersonal Communication; Interpersonal Competence; Lifelong Learning; *Teaching Methods; Teaching Skills
IDENTIFIERS- *Constructive Criticism

These guidelines are adapted from Verderber and Verderber's "Inter-Act," a manual for interpersonal communication. The examples are from English composition classes, but the general principles are applicable in any situation involving criticism. Guidelines for giving constructive criticism include making the criticism relevant and appropriate to the context, describing the situation carefully and accurately first, offering both positive and negative criticism whenever possible, being specific, and explaining how to improve. Guidelines are then offered for seeking advice in a manner that will foster the interactive exchange necessary for constructive criticism. They include being sincerely receptive to an honest response, avoiding contradiction between verbal and nonverbal communication, reacting positively to people who respond appropriately, specifying the type of criticism desired, remembering that almost any criticism can be helpful, and confirming that the criticism has been understood. (YLB)

ED 303 685 CE 051 987

Gadell, Michael
Helping Adult Students with Test Anxiety. Techniques.
PUB DATE- Feb 89
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; *Classroom Techniques; Review (Reexamination); *Teaching Methods; *Test Anxiety; *Test Coaching; *Testing; Testing Problems; Test Wiseness

Suggestions are made regarding ways teachers can help adult learners reduce their test anxiety. These general comments apply to content-oriented courses and may have some general applicability to all testing situations. The suggestions include clearly characterizing the test prior to its administration, planning for last-minute questions on test day, reviewing the content of the test in an organized way prior to test day, clearly communicating the grading and make-up policy in advance, identifying "test-anxious" students in advance and talking with them individually and privately, providing feedback as rapidly as possible, and providing feedback in terms of the range of class scores, mean, and distribution of letter grades. Other suggestions are treating each test score as private information, emphasizing learning instead of grades, using a color other than red for marking papers, including a mixture of types of test items, constructing the test so that the simplest items occur first, allowing students to make up and answer a test question for extra credit, and enrolling in a content course as a student. (YLB)

ED 303 686 CE 052 001

Evaluating the Environmental Health Work Force. Final Report.
Levine Associates, Inc., Rockville, MD.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRP-0907160
PUB DATE- Jan 88
NOTE- 121p.; Report of a workshop on environmental health (Warrenton, VA, July 13-16, 1987).
CONTRACT- HRSA-240-86-0076

AVAILABLE FROM- Mr. Barry Stern, Environmental Program Officer, Public Health Professions Branch, Division of Associated and Dental Health Professions, 5600 Fishers Lane, Room 8C-09, Rockville, Maryland 20857.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Air Pollution; Conservation (Environment); Consumer Protection; Employment Projections; *Environmental Standards; Environmental Technicians; Hazardous Materials; Housing; *Labor Needs; *Labor Supply; Land Use; *Occupational Safety and Health; Physical Environment; Planning; *Public Health; Vocational Education; Waste Disposal; Wastes; Water Quality; Water Treatment

This report contains all materials pertinent to an intensive evaluation of the environmental health work force conducted in 1986 and 1987. The materials relate to a workshop that was one of the key tools used in conducting the study to estimate environmental health personnel supply, demand, and need. The report begins with an overview and synthesis of the workshop and post-workshop environmental health work force analyses, including a summary of estimates and a review of the main conclusions and recommendations developed in the course of the study. The introductory remarks (Faye Abdellah, William Robinson, Thomas Hatch) and keynote address, "Evaluating the Environmental Health Work Force" (Larry Gordon), follow. Summaries are provided of these commissioned papers: "Assessment of Work Force Needs and Issues: Air Pollution and Noise Programs" (Ray Mohr); "General Environmental Health Professional: Water" (John Conway); "General Environmental Health Professional in Milk and Food Protection" (C. Dee Clingman); "Work Force Status and Outlook in Environmental Health Land Use Planning and Management: The California Experience" (Richard Roberts); "View of Occupational Health Manpower: Present and Future" (David Fraser); "Work Force Status and Outlook in Hazardous Materials Management" (Richard Wade); "Environmental Health Work Force Demands: The Institutional Environmental Health Scientist" (Joe Beck); "Work Force Status and Outlook for Radiological Health Personnel" (Harold Lehman); "Work Force Status and Outlook for General Environmental Health Professionals Responsible for Solid Waste Management, Housing, Vector Control, and Nonworkplace Injury Control" (George Kupfer); "Training a Work Force in the Fields of Environmental Toxicology, Epidemiology, and Risk Assessment" (Christopher Schonwalder); and "Work Force Status and Outlook for Environmental Health and Science Academicians" (Gary Silverman). Summaries of workgroup position papers follow on the topics of air and water; milk and food protection and institutional safety and health; hazardous materials management and environmental epidemiology/environmental toxicology/risk assessment; occupational safety and health and radiological health; land use planning and management and solid waste management, housing, vector control, and nonworkplace injury control; and academicians. Closing remarks by Larry Gordon conclude the report. Appendixes include a glossary and bibliography. (YLB)

ED 303 687 CE 052 002

Directory of Curriculum Guidelines for Geriatric Education.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Dec 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Guides; Federal Programs; *Geriatrics; *Gerontology; Guidelines; *Health Occupations; *Models; Postsecondary Education; Program Descriptions; *Standards

This directory contains information on the nature and availability of curriculum guidelines for education and training programs in geriatrics and gerontology. The curriculum guidelines or model curricula were prepared by professional associations or with federal support, most notably through the Administration on Aging or the Health Resources and Services Administration's Bureau of Health Professions. The guide lists geriatric educational materials for the following disciplines: counselors, dental hygienists, dentists, homemakers-home health aides, multidisciplinary, nurses, occupational therapists, optometrists, pharmacists, physicians, physician assistants, psychologists, social workers, and speech, language, and hearing personnel. Descriptions of each set of guidelines include information on discipline, title, sponsor, content, background, source, and price of the materials. An appendix lists geriatric education center grants. (KC)

ED 303 688   CE 052 003

Healton, Cheryl

Task Force Report on HIV/AIDS and Education for Public Health.
Columbia Univ., New York, N.Y. School of Public Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Oct 87
NOTE- 30p.; For a related document, see CE 052 004.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Health Services; *Disease Control; Educational Improvement; *Educational Needs; Epidemiology; *Policy Formation; Postsecondary Education; *Public Health; Public Health Legislation; *Public Policy

In September 1987, a task force met to review and prepare recommendations on the human immunodeficiency virus (HIV) training needs within the public health field. Representatives on the task force included public health leaders from academia, state agencies, city and local health departments, public health associations, and individuals with extensive experience in the area of Acquired Immune Deficiency Syndrome (AIDS). The group concluded that extraordinarily high unmet training needs exist among public health professionals, both in schools of public health and in the field. Identified needs included monitoring the epidemic, setting local policy, and coordinating the delivery of public education and services to those at highest risk. These roles require appropriate training of health department staff in the areas of AIDS education; the design of culturally sensitive interventions; interpretation of data concerning the epidemic; and the development of policy and planning strategies for addressing the future course of the epidemic. The task force submitted 31 recommendations for increased training in the following areas: (1) state and local health departments; (2) community-based providers and organizations; (3) schools of public health; and (4) government and legislative initiatives. (KC)

ED 303 689 CE 052 004

Dunham, Nancy Cross
Task Force Report on HIV/AIDS and Health Services Administration Education.
New York Univ., N.Y. Graduate School of Public Administration.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Jan 88
NOTE- 31p.; For a related document, see CE 052 003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrator Education; Community Health Services; *Disease Control; Educational Improvement; *Educational Needs; Epidemiology; *Health Personnel; Policy Formation; Postsecondary Education; Program Improvement; Public Health; Public Health Legislation; *Public Policy

In November 1987, a task force met to review the major organizational, structural, and policy-related issues for health care administration professionals related to the growing impact of Acquired Immune Deficiency Syndrome (AIDS) on the health care delivery system and to make recommendations on the training needs of persons within the health care administration field concerning AIDS. Representatives on the task force included health care administrators and public health professionals and educators and members of various health, hospital, and educational associations. The task force found that the AIDS epidemic is challenging a health care system that was unprepared for it. It also found that health administration professionals are often in key decision-making positions with respect to AIDS treatment, but that little systematic attention has been paid to the impact of AIDS on health services organizations and managers. It was noted current legislation does not specifically address the AIDS-related educational needs of health care manager. Key issues that the group discussed included general management, cost/financing, and legal/ethical issues related to AIDS. The task force made a number of recommendations for continuing education for health care managers. (KC)

ED 303 690 CE 052 005

Report to the Congress on Nursing and Other Nonphysician Health Professions Educational Programs Reimbursed under Medicare.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

REPORT NO.- HRP-0907201

PUB DATE- Mar 88

NOTE- 78p.; Appendix C contains marginally legible print.

AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service (NTIS), 5285 Port Royal Rd., Springfield, VA 22161.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Allied Health Occupations Education; *Educational Finance; Federal Programs; *Hospitals; *Nursing Education; *Outcomes of Education; Postsecondary Education; Program Administration; *Program Costs; Program Effectiveness

IDENTIFIERS- *Medicare

This report provides information on approved educational activities for nursing and other nonphysician health professions for which reimbursement is made to hospitals under the Medicare program. Information was summarized from an examination of existing data and a special study of the variations that exist in hospital educational activities. The report provides interpreted statistics on the following: types and numbers of educational programs; numbers of students supported or trained; fiscal and administrative relationships between the hospitals and affiliated schools; financial and other benefits that accrue to the hospitals as a consequence of having such programs; and the types of educational expenses that are being reimbursed. The report contains a brief summary of selected regulations and judicial decisions to show changes that have occurred in Medicare reimbursement for the cost of approved educational activities from Medicare's inception in 1965 to the present. The report reviews reimbursement of jointly operated educational programs. Detailed summaries of survey results by discipline are given. (KC)

ED 303 691 CE 052 008

Agriculture Issues. Transition Series.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/OCG-89-12TR
PUB DATE- Nov 88
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies--$2.00 each; 100 or more--25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agriculture; Farmers; Insurance; *Policy Formation; *Program Improvement; Public Agencies; *Public Policy; Welfare Services
IDENTIFIERS- *Department of Agriculture

This report is one of a series by the General Accounting Office that summarizes major policy, management, and program issues facing agency heads in the Bush administration. Many concerns have been identified, some new, others long-standing. This report on the Department of Agriculture describes concerns about the following six issues: (1) improving the effectiveness and reducing the costs of farm programs; (2) reducing the cost of Farmers Home Administration loan programs; (3) finding long-term answers to reduce the dairy surplus; (4) strengthening the financial viability of the Federal Crop Insurance Program; (5) enhancing U.S. agricultural competitiveness; and (6) improving the delivery of food stamp benefits. The report also offers a wide range of observations and suggestions about how the Secretary of Agriculture can best address these concerns. (KC)

ED 303 692 CE 052 010

Department of Labor Issues. Transition Series.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/OCG-89-21TR
PUB DATE- Nov 88
NOTE- 31p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies--$2.00 each; 100 or more--25 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Education; *Dislocated Workers; Employment Programs; *Federal Aid; Federal Legislation; *Job Training; Labor Standards; Management Systems; *Occupational Safety and Health; Outplacement Services (Employment); *Statewide Planning; Unemployment; *Unemployment Insurance
IDENTIFIERS- *Department of Labor

The Secretary of Labor should place emphasis on five issues to ensure safe and healthful workplaces and to promote the welfare of wage earners. First, the Secretary should improve the Occupational Safety and Health Administration's enforcement program. Second, the Secretary should enhance the use of Job Training Partnership Act resources. Third, the Department of Labor should develop a contingency plan to address recessionary problems. Fourth, the department should take action now to assure effective state implementation of the new Economic Dislocation and Worker Adjustment Assistance program. Fifth, the Secreatry should sustain department management improvements. (YLB)

ED 303 693 CE 052 017

Agricultural Mechanics and Basic Plant Science. Agricultural Mechanics and Basic Animal Science. An Administrative Guide for Agricultural Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 88

NOTE- 109p.; For other guides in this series, see ED 301 671 and CE 052 018.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.91).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Competency Based Education; Course Descriptions; Curriculum Guides; Secondary Education; *Vocational Education

This basic instructional guide for the first two years of instruction in agricultural education is one in a series of such guides. It is useful in developing and selecting instructional material and implementing competency-based education for two courses: agricultural science and basic plant science and agricultural science and basic animal science. These courses are introductory and basic in nature, and approximately half the courses are allotted to agricultural mechanics. Introductory materials include a listing of related Dictionary of Occupational Titles job titles and overview of the courses (definition, purposes, objectives, enrollment guidelines, occupational experience program, hours of instruction). Course descriptions and content outlines are then provided for each of the two courses. The content outline is matched with the corresponding task/competency code. Appendixes include recommended facility plans and inclusions and listings of references, audiovisual suppliers, and tools and equipment. (YLB)

ED 303 694 CE 052 018

Agricultural Production. An Administrative Guide for Agricultural Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 88

NOTE- 59p.; For other guides in this series, see ED 301 671 and CE 052 017.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Agricultural Production; *Agronomy; *Animal Husbandry; Competency Based Education; Course Descriptions; Curriculum Guides; *Farm Management; Secondary Education; *Soil Science; Vocational Education

This basic instructional guide for an agricultural production program is one in a series of such guides for agricultural education. It is useful in developing and selecting instructional material and implementing competency-based education for a program directed toward helping students to become proficient in animal, plant, and soil sciences and in farm business management and agricultural mechanics. Introductory materials include a listing of related Dictionary of Occupational Titles job titles, overview of the program, and description of the program. Course descriptions and content outlines are then provided for each of the three courses in this program: agricultural production technology III, agricultural production management IV, and operating the farm business V. A content outline is also presented for livestock production. These competencies may be integrated into the instructional sequence for agricultural production III, IV, and V according to student needs. Appendixes include a tool and equipment list, resources for livestock production, resources for agricultural production, and recommended facility plans and inclusions. (YLB)

ED 303 695 CE 052 019

Medical Assistant: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Newport News Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 151p.; For a related document, see ED 301 644.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($8.48).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; *Course Content; Course Organization; Educational Resources; Job Skills; *Medical Assistants; Medical Services; Postsecondary Education; Program Descriptions; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- *Virginia

This task analysis guide is designed to be used in combination with the "Health Occupations Education Service Area Resource" in order to implement competency-based education in the Medical Assistant program in Virginia. The task analysis guide contains the task inventory, suggested task sequence lists, and content outlines for the specific courses in medical assisting. Section 1 of this publication contains a validated task inventory for medical assistant. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides a description of the Medical Assistant program, descriptions of the courses, task sequence lists that provide a suggested order of the task inventory for actual course instruction, and course content outlines. The instructional topics within the course content outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A reference list is included in the guide. (KC)

ED 303 696 CE 052 024

Industrial Arts Instructional Tasks/Competencies for Modern Industry. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Old Dominion Univ., Norfolk, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 85

NOTE- 197p.; For related documents, see ED 301 648, ED 301 670, ED 301 675, ED 302 669, and CE 051 924.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($11.97).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Course Content; *Course Organization; Educational Resources; *Industrial Arts; *Industry; Job Skills; Postsecondary Education; Program Descriptions; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education

IDENTIFIERS- *Virginia

This instructional task/competency package is designed to be used in combination with the "Industrial Arts Guide to CBE Implementation" in order to implement competency-based education in the Modern Industry course in Virginia. This task/competency package contains a suggested task sequence list, content outline, and task/competency information for the specific course in modern industry. Part 1 of this publication contains a description of the Industrial Arts program and a course description, instructional task/competency list, and content outline for the modern industry course. The task/competency list includes a minimum of tasks/competencies identified for inclusion in the course, listed in a suggested order of instruction. Part 2 contains information for instruction in each of the tasks/competencies identified in Part 1. The following information is provided for each task/competency: appropriate program and course designation, performance and enabling objectives, a criterion-referenced measure, and suggested activities and resources for instruction. Appendixes contain transparencies, handouts, and other resources

for teachers to use in planning instruction on process, project, or production industries. (KC)

DOCUMENT RESUME

ED 303 697 CE 052 025

A Guide to Vocational Program Planning for Home Economics Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 56p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; *Consumer Economics; *Course Content; Course Organization; Graduation Requirements; *Home Economics; Job Skills; Occupational Home Economics; *Program Descriptions; Secondary Education; State Curriculum Guides; Student Organizations; Vocational Education
IDENTIFIERS- *Virginia

This guide describes the home economics program in Virginia, including curriculum and course content. The first section of the guide is an overview of home economics in general and the junior high and high school home economics program as delivered in Virginia. Information on student organizations, a course list, and a chart of program sequences are included. The following five sections describe the programs of secondary home economics: orientation and exploration; occupational home economics; senior intensified--specialized occupations; special programs; and consumer and homemaking. Each program description lists and describes the courses that are part of it, including course content, grade levels, and prerequisites. The final section of the guide provides information on how home economics courses fulfil high school graduation requirements. (KC)

ED 303 698 CE 052 026

Business Education Suggested Course Competencies and Performance Objectives.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 218p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($16.38).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Artificial Intelligence; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Clerical Occupations; Competency Based Education; Computer Oriented Programs; *Data Processing; Disabilities; Information Processing; Job Skills; Keyboarding (Data Entry); Management Information Systems; Office Management; *Office Occupations; Office Occupations Education; Postsecondary Education; Recordkeeping; Secondary Education; *Secretaries; Shorthand; Word Processing
IDENTIFIERS- Business Law

These competencies and objectives are designed to assist business educators with the implementation of updated competency-based courses in administrative systems, business management, and information systems programs. Business education courses are arranged alphabetically. Information for each course includes the course title, course number, suggested grade levels, prerequisites, and a course description. Each course is divided into essential skills areas. Each competency is matched with one or more performance objectives. The courses are accounting; accounting computer applications; applied business economics; applied business law; business artificial intelligence; business computer applications; business and computer careers; business education for the handicapped; business management; business supervision and management; clerical accounting I, II; computer concepts; data processing I, II; employment seminar; financial management seminar; information/word processing; introduction to business; keyboarding; keyboarding applications; legal office procedures; management information systems; medical office procedures; office assistant; office services I, II, III; office specialist I, II; office systems; recordkeeping; secretarial administration I, II; and shorthand. Appendixes include the competencies and performance objectives for communication skills, employability skills and leadership development, and business mathematics. (YLB)

ED 303 699 CG 021 396

Cummings, Anne L.; And Others
Protocol Analysis of Social Problem Solving in Counselor Trainees.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Counselor Training; Elementary School Teachers; *Field Dependence Independence; Foreign Countries; Higher Education; *Interpersonal Relationship; *Problem Solving; Protocol Analysis; Secondary School Teachers
IDENTIFIERS- *Canada

This study investigated social problem solving (SPS) and cognitive style (field dependence-independence) in 70 counselor trainees who were also elementary or secondary school teachers. Specifically, the study attempted to analyze and describe the SPS responses of counselor trainees; to examine whether SPS elements, styles, and processes varied depending on the type of problem; and to determine the influence of individual differences on the SPS of counselors. Protocol analysis was used to determine how subjects solved ill-defined interpersonal, intrapersonal, complex, and simple problems. Problem situations were scored for eight SPS elements (e.g., strategy, evaluation), three SPS processes (sequential, holistic, simultaneous), and three SPS styles (analytical, affective, behavioral). Results indicated that subjects used more analysis and evaluation of self on intrapersonal problems, while employing more evaluation of strategies on interpersonal problems. On simple problems, subjects used more strategies, elaborations, and problem statements, while on complex problems they used more analysis, evaluations and feeling statements. (Author/NB)

ED 303 700 CG 021 397

International Child Abduction Act. Hearing before the Subcommittee on Administrative Law and Governmental Relations of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, Second Session on H.R. 2673 and H.R. 3971.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 3 Feb 88
NOTE- 141p.; Serial No. 58. Several pages may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Custody; *Federal Legislation; Hearings; *International Crimes; *International Law; *Parent Child Relationship
IDENTIFIERS- *Child Abductions; Congress 100th; *Parent Kidnapping

This document contains witnesses' testimonies and prepared statements from the Congressional hearing called to consider enactment of H.R. 2673, a bill to facilitate implementation of the 1980 Hague Convention on the Civil Aspects of International Child Abduction. The text of H.R. 2673 is included in the document as is the text of H.R. 3971, a bill to establish procedures to implement the 1980 Hague Convention on the Civil Aspects of International Child Abduction. Opening statements are included from Representatives Barney Frank and E. Claw Shaw. Testimony is given by Representative Tom Lantos in support of his legislation, H.R. 2673. Lantos cites statistics on child abduction, describes the Hague Convention's plan to establish a system of administrative and legal procedures designed to ensure the prompt return of abducted children, and notes that the Hague Convention has been ratified by such countries as the United Kingdom, France, Portugal, Switzerland, Hungary, and Canada. Other witnesses providing testimony include: (1) Peter Pfund, United States Department of State; (2) Stephen Markman, United States Department of Justice; (3) Patricia Hoff and Philip Schwartz, Family Law Section, American Bar Association; (4) David Lloyd, National Center for Missing and Exploited Children; and (5) Holly Planells, the mother of a child abducted to Jordan by his father, and president of American Children Held Hostage. Supplemental materials are included. (NB)

ED 303 701 CG 021 398

Shim, Kelly H.; DeBerry, Marshall M.
Criminal Victimization 1987.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-113587
PUB DATE- Oct 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Crime; Differences; *Geographic Regions; *National Surveys; Regional Characteristics; *Trend Analysis; *Victims of Crime
IDENTIFIERS- *National Crime Survey

This bulletin presents National Crime Survey (NCS) data updating the preliminary estimates of crime victimization in 1987, which were released in March, 1988. Statistics are presented which show that the overall level of crime increased marginally, while the victimization rate remained stable over the year. The NCS practice of measuring both crimes reported to the police and crimes not reported to the police is explained and data are presented which indicate that reporting rates have increased significantly since the survey first began in 1973. Tables and figures are included which illustrate: (1) victimization trends, 1973-1987; (2) victimization levels for selected crimes (violent crimes, personal theft, and household crimes), 1973-1987; (3) changes in victimiation levels and rates for personal and household crimes, 1986-1987; (4) victimization rates for personal and household crimes, 1973-1987; (5) comparison of changes in victimization rates for personal and household crimes, 1973-1987; (6) trends in victimization rates of personal crimes, 1973-1987; (7) trends in victimization rates of household crimes, 1973-1987; (8) victimization rates for personal and household crimes, by region (Northeast, Midwest, South, and West), 1986-1987; (9) reporting victimizations to the police, 1973-1987; (10) trends in reporting crimes to the police, 1973-1987; and (11) preliminary estimates and final results for 1987 victimization levels and rates. (NB)

ED 303 702 CG 021 399

Weaver, Dave

Software for Substance Abuse Education: A Critical Review of Products.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 29p.
CONTRACT- 400-86-006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Alcohol Abuse; Computer Assisted Instruction; Computer Software Reviews; Computer Uses in Education; *Courseware; *Drinking; *Drug Education; Drug Use; Elementary Secondary Education; Health Education; Marijuana; Pregnancy; Prevention; *Substance Abuse

This document provides critical reviews of 18 computer software programs designed to provide some form of substance abuse education for students in elementary and secondary schools. Evaluation and review procedures used to create this publication are discussed in the introduction and the products which were evaluated are listed. Overall results of the review are summarized in a section on findings and an evaluation summary table gives the final scores each program package received on each evaluation criteria used. The findings section notes that: (1) 11 of the 18 programs were linear tutorials with very little branching and all of the tutorials were very text-intensive, requiring a considerable amount of reading; (2) most of the packages did a fairly good job of stressing the harmful effects of alcohol and other drug use, but legality of alcohol and drug use was addressed in only a few instances; (3) none of the programs were intended to be comprehensive for all grades; and (4) programs received low scores for supplementary materials which accompanied the program disk. The products reviewed were rated as good at accurately presenting content, avoiding stereotyping, and being easy to use. For each of the 18 programs, the product description section lists the program title, hardware needed, cost, copyright year, audience, a brief description, possible uses, strengths, weaknesses, and additional comments. A list of producer contact information is included and the software evaluation form is appended. (NB)

ED 303 703 CG 021 400

Tak, Jinkook; Downey, Ronald G.
The Measurement of Job Satisfaction in Korea.
PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Cultural Influences; *Employee Attitudes; Foreign Countries; *Job Satisfaction; *Test Reliability; *Test Validity; Work Attitudes
IDENTIFIERS- *Job Descriptive Index; *South Korea

Job satisfaction is highly researched in industrial and organizational psychology, and the Job Descriptive Index (JDI) is often used to measure job satisfaction. The JDI has been shown to have significant convergent and discriminant validities, good internal consistency and stability, and has been related to various personal and job factors. While most studies using the JDI have used an English version, the literature suggests that a reasonable translation of the JDI is possible. Little attention has been given, however, to the study of the relationship between job satisfaction and background and job-related variables in different cultures. This study investigated the feasibility of using a translated version of the JDI to measure job satisfaction for Korean workers and examined how job satisfaction is related to other worker measures. Korean workers (N=417) completed a Korean version of the revised JDI and responded to a questionnaire measuring 11 demographic and 2 job-related variables. The revised JDI scales appeared to generalize, in reliability and factor structure, to the Korean sample. Job satisfaction was found to be related to workers' statements concerning their intentions to stay on the job but was not related to self-rated performance. Significant correlations were found between job satisfaction and a variety of background variables and these were consistent with findings for American workers. (NB)

ED 303 704 CG 021 401

Cooper, Stewart E.; Robinson, Debra A. G.
Assessing Successful Adaptation to College.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Engineering Education; *Expectation; Higher Education; Majors (Students); Science Education; *Student Adjustment; *Student Attitudes; Test Validity
IDENTIFIERS- *Student Adaptation to College Questionnaire

This study was conducted to investigate the expected and actual adjustment of a select sample of students, engineering and science majors, at a public university in a rural midwestern community. Matriculating freshmen (N=247) who were engineering and science students completed the anticipated adjustment form of the Student Adaptation to College Questionnaire (SACQ) during a freshman orientation program and completed the actual adjustment form of the SACQ in October of their freshman year. The results were consistent with findings from previous studies in that the students, as a group, experienced a substantial decrease in actual adjustment as compared to expected adjustment. Subjects showed a particularly large discrepancy in the academic adjustment category. Examination of data from normative institutions and from this particular institution suggests that this was caused by lower scores on actual adjustment rather than by overly high expectations prior to college entry. It appeared that the engineering and science students tested in this study experienced one aspect of the freshman myth more intensely than did students in previous studies. The findings support the use of the SACQ as a measure of college adjustment for engineering and science students. (NB)

ED 303 705 CG 021 402

Srebnik, Debra S.; Cauce, Ana Mari
Social Support Providers: A Multidimensional Analysis of Network Systems.
PUB DATE- Aug 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Helping Relationship; Higher Education; *Individual Characteristics; *Interpersonal Relationship; Personality Traits; *Social Networks; *Social Support Groups

The social support literature lacks empirical studies addressing structural distinctions between social network ties. It often divides social support into functional categories such as material, emotional, or advice support, with little regard to specific support providers or how the support from these providers can be delineated by individuals receiving support. In this study, 125 undergraduate students used a 7-point Likert-type scale to rate how similar support providers were to each other in how they were supportive. The data were analyzed using multidimensional scaling analysis. Subjects also rated each support provider on 17 adjectives (e.g. warm, accessible, equal), and these ratings were regressed over the two principal dimensions and helped define them as "intimacy" and "equality/relevance to daily life." The "intimacy" dimension primarily separated informal providers such as family and friends from providers whose interactions are more likely to be structured and organized, such as school and work personnel. The second dimension seemed to separate providers more or less likely to be involved in daily interactions with the participant, whether or not these interactions were intimate. Friends, bosses, schoolmates, and faculty were high on this dimension, while kin and doctor/dentist were low. Cluster analysis of the similarities ratings and factor analysis of the adjective ratings corroborated these results. (Author/NB)

ED 303 706 CG 021 403

Etaugh, Claire; Nekolny, Karen
Perceptions of Mothers: Effects of Employment Status and Marital Status.
PUB DATE- Aug 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Divorce; *Employed Parents; *Homemakers; Labor Force Nonparticipants; *Marital Status; *Mothers; Negative Attitudes; *Personality Traits; Young Children
IDENTIFIERS- Family Responsibility

The increasing participation of women in the labor force has generated research concerning how employed women are perceived by others. Less research has been done concerning how working mothers, particularly those with very young children, are perceived. This study examined how adults viewed working mothers or young children and investigated whether those views were influenced by the mother's marital status. Male (N=48) and female (N=48) adults at a shopping mall were asked to evaluate a briefly depicted adult female stimulus person on 24 7-point bipolar scales which described personality traits and professional performance characteristics. Each subject rated one of four mothers of a young child. The mother was portrayed as either employed or nonemployed and either divorced or married. The results revealed that employed mothers were perceived as more professionally competent but as less dedicated to their families than were nonemployed mothers. Married mothers were rated as more nurturant and as better-adjusted than were divorced mothers. The findings suggest that negative attitudes toward working mothers of young children prevalent in the 1950s through the 1970s still exist, particularly with regard to the mother's family obligations. (Author/NB)

ED 303 707   CG 021 404

Sapadin, Linda A.
Gender and Friendships: Hers and His, Same-Sex and Cross-Sex.
PUB DATE- 14 Aug 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Friendship; *Interpersonal Relationship; *Intimacy; *Professional Personnel; *Sex Differences
IDENTIFIERS- *Cross Sex Friendship; *Same Sex Friendship

Many studies investigating gender differences in friendships have assumed that friendships were same-sex relationships. Only a few studies have focused on friendships between the sexes and most of these have used college student samples. This study examined friendships of 156 professional men and women using a self-report questionnaire consisting of rating scales and open-ended questions. Four types of friendships were compared: women's same-sex and cross-sex and men's same-sex and cross-sex. The results indicated that while both sexes viewed the characteristics of an ideal friendship in similar ways, their actual experiences of friendship differed. Women's same-sex friendships were rated higher for overall quality, intimacy, enjoyment, and nurturance, while men's cross-sex friendships were rated higher in these areas (with the exception of intimacy which was rated the same by men in both same-sex and cross-sex friendships). Cross-sex friendships provided both sexes with new understandings and perspectives of the opposite sex. Though both sexes reported generally keeping friendships and sexual relationships separate, sexual feelings and tensions created dissatisfaction in a sizable minority of cross-sex friendships. These reuslts are similar to findings from studies with college students, suggesting that women's participation in professional roles has not resulted in dramatic changes in friendship patterns. Charts and a bibliography are included. (Author/NB)

ED 303 708 CG 021 405

Shaughnessy, Michael F.
The Psychology of Cheating Behavior.
PUB DATE- Dec 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; *Cheating; *College Students; Higher Education; *Student Behavior

The phenomenon of cheating exists at every level of education, yet empirical research and theorizing about cheating behavior are scanty and inconclusive. This study used a questionnaire format to procure information relative to cheating at a small southwestern university. Age, sex, class standing, religion, and college were chosen as variables to be examined. Previous cheating behavior was also explored. Subjects were college students enrolled in the College of Business (N=33), the College of Liberal Arts and Sciences (N=100), the College of Education and Technology (N=103), and the College of Fine Arts (N=131). The responses to the survey appear consistent throughout. Cheating appeared to occur in high school but to diminish at the college level. The results suggest that, while very few students deliberately plan ahead to cheat, they will take advantage of a situation if given the opportunity. Future research may want to more specifically address the issue of anxiety in cheating behavior. (The questionnaire is included with responses for students in each of the four colleges). (NB)

ED 303 709 CG 021 406

Stefanko, Michael

Trends and Comparisons in Secondary School Vandalism and Assault.

PUB DATE- Aug 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; High Schools; Junior High Schools; Racial Differences; *School Vandalism; Socioeconomic Status; *Student Behavior; Teacher Student Relationship; Trend Analysis; *Violence

Studies on the problems of vandalism and violence in the schools have focused on societal changes, school behaviors, and the attitudes and behavior of the school principal in their efforts to understand the causes of such problems. This study examined recent trends in rates and costs of vandalism, and in rates of assaults by students on other students and on staff in 61 secondary schools in eight different school districts in Los Angeles County, California. Demographic differences were also investigated. Data on vandalism and assaults had been gathered each school month by school districts. Each school had a minimum of 3 years of monthly statistics available on vandalism occurrences and assaults. The results revealed that the variability in vandalism and violence from month to month was much greater than the change over time. No dramatic steady increases or decreases were found. Junior high schools had much lower frequencies of vandalism occurrences and costs than did senior high schools. Vandalism frequencies were higher in schools with a majority of white students, while assault rates were higher in schools with a majority of blacks or Hispanics. Low socioeconomic-level schools had very little reported vandalism but very high assault levels. (NB)

ED 303 710 CG 021 407

Fisher, Terri D.
Characteristics of Parents Who Talk to Their Adolescent Children about Sexuality.

PUB DATE- 12 Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (31st, San Francisco, CA, November 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; *Family Characteristics; Family Life; Higher Education; *Interpersonal Communication; *Parent Attitudes; Parent Background; *Parent Child Relationship; Sex Differences; *Sexuality

While open family communication about sexuality is generally considered beneficial, little research has examined characteristics of parents who talk to their children about sexuality. This study attempted to identify variables related to family discussions of sexuality in 290 college students and their parents. Both parents participated in 206 cases, although only 174 fathers and 175 mothers completed all scales used in the analysis. Parents and students completed similar measures of general sexual attitudes, erotophobia-erotophilia, social desirability, openness and problems in general family communication, sexual knowledge, sexual communication, intensity of religious beliefs, and demographic variables. Parents also indicated how much their own parents talked to them about each of nine sexual topics. Responses from families in which both parents participated revealed that, while openness in general family communication and previous sexual discussions with one's mother were related to communication about sex with one's own child for both parents, educational level and general sexual attitudes were related to sexual communication for fathers only. Sex of the child was related to level of sexual discussion for mothers only. Although fathers generally reported talking less to their children about sexuality than did mothers, fathers did not appear to selectively talk to sons only. Mothers were generally reponsible for discussing sexually-related topics with both sons and daughters, although mothers reported higher levels of discussion with daughters. (NB)

DOCUMENT RESUME

ED 303 711　　　　　　　　CG 021 408

Fisher, Terri D.

Parental Sexual Attitudes, Family Sexual Communication, and Adolescent Sexual Behavior.

PUB DATE- 14 Aug 88

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; College Students; Contraception; *Family Relationship; Higher Education; *Interpersonal Communication; Knowledge Level; *Parent Attitudes; *Parent Child Relationship; Sex Differences; *Sexuality

Some researchers have reported that when parents are the main source of sex education, their adolescent children are less likely to engage in premarital sexual activity and are more likely to use effective contraception. This study used the variables of gender and parental sexual attitudes (liberal or conservative) to categorize 349 college students and one of their parents into four groups. The relationship between family communication about sexuality and adolescent sexual behavior, attitudes, knowledge, and contraceptive use was examined. This relationship differed as a function of gender, parental sexual attitudes, and source of information about communication. Based on student communication reports, only the sexual behavior of girls with liberal parents was related to parent-child communication about sex, but the sexual knowledge and contraceptive use of boys with liberal parents were positively related to sexual communication with parents. Based on parent communication reports, daughters of liberal and conservative parents were more likely to be sexually active if they had talked to their parents about sex. In both cases, there was a significant positive correlation between family sexual communication and conservative sexual attitudes for males with conservative parents. (Author/NB)

ED 303 712 CG 021 409

Moriarty, Dick; Chanko, Cathy

Predisposing, Precipitating, Perpetuating, Professional Help, and Prevention Factors of Eating Disorders.

PUB DATE- 17 Nov 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Bulimia and Anorexia Nervosa Association (3rd, Essex, Ontario, Canada, November 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; Foreign Countries; *Intervention; *Prevention
IDENTIFIERS- Canada

This report describes an eating disorder as a multi-dimensional physiological, psychological, social, and cultural illness. A chart describing the typical anorexic and bulimic is included which has on its horizontal axis the predisposing, precipitating, perpetuating, professional help, and prevention factors of anorexia nervosa and bulimia. On its vertical axis, each factor is further divided into physical or physiological contributing factors, psychological or emotional contributing factors, and social and cultural factors. The text of the paper elaborates on the information provided in the chart, examining the physiological, psychological, social and cultural dimensions of eating disorders in the areas of predisposing factors, precipitating factors, perpetuating factors, professional help, and prevention of eating disorders. The need for an accurate diagnosis and appropriate treatment is discussed and the value of family and group support is emphasized. The section on prevention suggests that young people be educated about stress management, physical changes associated with normal development, the side effects of dieting during adolescence, and basic nutrition facts. (NB)

ED 303 713 CG 021 410

Moriarty, Dick; Moriarty, Mary

Socio-Cultural Influences in Eating Disorders: Focus on Sports/Fitness Program.

PUB DATE- Oct 88
NOTE- 34p.; Paper presented at the Annual Meeting of the National Conference on Eating Disorders (7th, Columbus, OH, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Anorexia Nervosa; *Athletics; *Bulimia; Cultural Influences; Foreign Countries; *Physical Fitness; Social Influences; *Sociocultural Patterns
IDENTIFIERS- Canada

This report notes that eating disorders are frequently described as a diet and fitness program gone wild. It outlines and describes five sociocultural influences which have been identified for eating disorders: (1) emphasis on thinness; (2) glorification of youth; (3) changing roles of women; (4) emphasis on fitness and sport programs; and (5) the media. Major studies conducted in the United States and Canada relating eating disorders and sports/fitness activity are thoroughly reviewed and an agenda is presented for moving sports/fitness from part of the problem to part of the solution for eating disorders. The overrepresentation of eating disorders among athletes who must conform to strict weight restrictions in order to perform is discussed and well-known female athletes who have suffered from eating disorders are identified. Anorexia among men is also described. Several tables are included which provide information to help fitness instructors and athletic coaches distinguish between features of the normal athlete/fitness participant and the athlete/exercise anorexic/bulimic. Danger signs of eating disorders are listed and features shared by both normal and eating-disordered athletes are given. The role of the media in promoting a desire for thinness is discussed and issues of dissatisfaction with body weight and body image distortion are addressed. (NB)

ED 303 714 CG 021 411

Moriarty, Dick; And Others
Evaluation of An Eating Disorder Lesson Plan.
PUB DATE- Oct 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National

Conference on Eating Disorders (7th, Columbus, OH, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Health Education; *Prevention; *Program Evaluation
IDENTIFIERS- Canada

This document reports on the quantitative and qualitative evaluation of "A Preventive Curriculum for Anorexia Nervosa and Bulimia" (Carney and Veilleux, 1986) which was published by the Bulimia Anorexia Nervosa Association-Canadian/American (BANA-Can/Am), an organization which was formed in 1983 by parents, professionals, and patients in southwestern Ontario who were concerned about the epidemic spread of eating disorders. Three phases in the development of the curriculum are described: (1) identification and delineation of an outline for the curriculum, and a model and method for evaluation of the curriculum; (2) the review of the first draft by selected target groups such as the funding agency, health professionals, teachers, and consultants; followed by a second draft to be used in the formal evaluation; and (3) actual pilot testing of the curriculum along with qualitative and quantitative evaluations. The quantitative evaluation is described and results from pretests (N=315) and posttests (N=362) of the Eating Disorders Inventories and measures assessing knowledge and attitudes are presented. Changes in the curriculum suggested by verbal and written comments from students and teachers in the qualitative evaluation are listed. Plans for future evaluations of the curriculum in various settings are discussed. (NB)

Moriarty, Dick; And Others
Change Agent Research on the BANA-Can/Am Summer Camp for Young People with Eating Disorders.
PUB DATE- Oct 88
NOTE- 16p.; Paper presented at the Annual Meeting of the National Conference on Eating Disorders (7th, Columbus, OH, October 5-7, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Behavior Change; *Bulimia; *Change Agents; Foreign Countries; Models; *Resident Camp Programs; *Summer Programs; *Workshops
IDENTIFIERS- Canada

This document reports on the model and method used to design, implement, coordinate, and evaluate a summer camp for young people with eating disorders. The basic approach used at the camp is described as the Sports Institute for Research model, a systems analysis model which focuses on: (1) the ultimate goal or mission; (2) obstacles or problems preventing achievement of this goal; (3) structure in terms of administration and control; (4) significant individuals and groups of both clients and providers in terms of their traits, situations, and behaviors; (5) social stress from outside the sponsoring organizations; and (6) constituent strain from within the specific project, leading to recommended changes, restructuring, and realignment of individuals and groups to establish a trend. The model was applied specifically to the Bulimia Anorexia Nervosa Association-Canadian/American summer camp and change agent research was used in each of the individual camps; quantitative and qualitative data obtained in the research evaluation are presented. Includes charts. (NB)

ED 303 716 CG 021 413

Dejowski, Edmund F.
AIDS, Contact Notification, and Public Policy.
PUB DATE- 25 Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disease Control; Federal Legislation; *Health Promotion; Patient Education; *Prevention; *Public Policy
IDENTIFIERS- *Contact Notification

The concept of contact tracing and notification once used for sexually transmitted diseases (STDs) is being mentioned for Acquired Immune Deficiency Syndrome (AIDS). Some professional organizations have supported contact notification; others have opposed it. Initially, states were free to establish their own contact notification programs. More recently, some federally-available AIDS counseling funds require the establishment of contact notification efforts. Consequently, by July 1988, all states encouraged seropositive persons to notify partners. One particularly troublesome trend is the emergence of what might be called "private" contact notification in which an individual with knowledge of the serostatus of another, takes it upon himself to notify a third person of that serostatus. The Acquired Immunodeficiency Syndrome Research and Information Act amendment introduced in April 1988 would deny AIDS research, information, and prevention funds to any state or locality that forbids licensed health care providers from notifying the spouse of a human immune virus-positive person of their potential exposure if the provider believes the infected person will not inform the spouse. AIDS prevention requires reducing high risk behavior. Health promotion and disease prevention stand in contrast to contact tracing. Amendments to federal legislation limiting health promotion efforts targeted to homosexual men are a part of public policy. The experience thus far suggests that political agendas and personal moral philosophies of policy makers have had more to do with the development of AIDS prevention policy than has science. (ABL)

ED 303 717 CG 021 414

French, Laurence
The Victimization of the Homeless Mentally Ill.
PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Health Needs; *Homeless People; Institutionalized Persons; *Mental Disorders; *Mental Health Programs; Psychiatric Services; Public Health; *Public Policy

An indication of the failure of the mental health system in this country is reflected in the increasingly visible homeless population, many of whom suffer from some form of untreated mental illness. Public policy priorities have shifted from proactive, treatment-oriented policies to reactive, punitive institutionalization. The deinstitutionalization movement of the past 20 years has come full circle. The deinstitutionalization movement was a well-intentioned, progressive movement supportive of community-based, least restrictive alternatives to overcrowded institutions. Twenty years later the need exists to reassess the latent consequences of this process, especially those attributes which contribute to the "victimization" of these unserved clients left with little or no treatment resources other than the criminal justice system. The first and most important step in ameliorating these problems and building a responsible clinical network is to change the primary treatment criterion from the "least restrictive" to the clinically specific "most therapeutic" environment. While the ideal situation is to begin to implement a viable "child find" and subsequent early intervention and prevention programs, an effective method of treating the current "lost legion" of deinstitutionalized and never-served homeless mentally ill persons is needed. In the final analysis viable clinical and legal improvements can only come about when these changes are mandated through public policy and supported through the allocation of adequate resources. (ABL)

ED 303 718 CG 021 415

Loers, Deborah L.; Prentice, David G.
Children of Divorce: Group Treatment in a School Setting.
PUB DATE- 13 Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Behavior Problems; Children; Counseling Services; *Divorce; *Elementary School Students; Family Problems; *Grade 2; *Group Counseling; Intervention; Primary Education; *School Counseling

Although the literature strongly suggests that children of divorced families suffer emotional disturbance and conduct disorders for at least a limited time, the treatment alternatives have not been widely discussed in the research literature. In clinical practice, individual or family therapies are most often considered, along with occasional individual counseling by a school counselor. This study examined clinical treatment of children in a school setting. Subjects included an experimental group of 14 second graders whose parents had been divorced 3 weeks to 1 year and a control group of 7 second graders with 2 from divorced and 5 from intact families. One-half of the experimental group participated in an interpersonal problem solving group and exposure to material specific to divorce. The other experimental subjects participated only in the general interpersonal problem solving curriculum. The divorce content specific group exhibited significant decreases in two of the three behavioral adjustment indicators measured, somatic complaints and verbal complaints or refusals. Temper outbursts did not vary significantly between groups. Use of a control group in examining the effect of a collaborative problem solving intervention supported use of the intervention, since the occurrence of peer altercations in the school setting were reduced. Long-term effects of the intervention, if any, were not studied. (ABL)

ED 303 719 CG 021 416

Rountree-Wyly, Jeanie; And Others
Factors Contributing to the Fear of Success in Women's Career Development.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement; *Career Development; Cultural Influences; *Employed Women; Family Life; *Fear of Success; Psychological Characteristics; Socialization

Fear of success in women is a pervasive phenomenon affecting women's career development. Women affected by this phenomenon are often unaware that they are afraid of succeeding. Identification of the factors that contribute to the fear of success in women's career development is important for educators and counselors wanting to assist women in their professional goals. The factors that are associated with fear of success in women fall into these categories: familial socialization, psychological influences, and cultural norms. Familial socialization can be thought of as a developmental process in which the individual learns the expected behavioral traditions of a family. Psychological influences are those personal factors that tend to sway the person's thinking. The third factor which influences a woman's fear of success is attributed to cultural norms, in which women are taught that men have authority to manage the family's place in the external world. It is generally conceded that any one or combination of these factors can precipitate a fear of success which becomes manifest in the woman's defeatist behaviors and in turn, undermines her career development. It is imperative that professionals recognize the factors causing the fear of success orientation in women so that they may develop coping strategies with the client. (Author/ABL)

ED 303 720 CG 021 418

Deneen, Linda L.

Counselor Enrichment: A Proposal for and a Final Report of a Funded Research Project.

PUB DATE- Dec 83
NOTE- 59p.; Requirements for Master of Arts degree, Central Michigan University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; *Counselor Training; Elementary Secondary Education; *Reputation; *Research Design; *Research Opportunities; Research Projects; School Counseling; *School Counselors; Sex Differences

Active research can be one area of enrichment in which counselors may gain personal growth, self-discipline, and personal development. The developer of the research project also gains in knowledge and practice in the specific areas of information retrieval systems. The counselor becomes aware of the methodology used in the preparation of a proposal. Once funding has been obtained, the counselor becomes familiar with the preparation of written reports which verify the expenditure of funds. Having a successful researcher on the staff of the institution enhances its image. This positive image may be beneficial not only in countering the critics, but in assisting the school board in passing requests for badly needed millage. Research can have impact on the curriculum. The effect of pride in the research can extend to the community. Successful counselors/researchers add to the credibility of the professional counselor organizations. Sponsoring agencies, the school's curriculum council, local board of education, or parent/student/teacher group may fund the research. Once the proposal has been accepted and the actual study begins, researchers must consider informing the school administration, obtaining parent permission and cooperation of fellow staff members, and printing the instrument. After the data has been collected and analyzed, and the literature has been searched and reviewed, the writing of the final report takes place. (The document presents the proposal and final report of a study undertaken to examine the effects of a career education program for high ability students, specifically differences between the sexes.) (ABL)

ED 303 721 CG 021 419

Eagly, Alice H.; Wood, Wendy
Explaining Sex Differences in Social Behavior: A Meta-Analytic Perspective.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Meta Analysis; Personality Theories; Research Methodology; Research Needs; *Research Problems; *Sex Differences; Sex Role; *Social Behavior; Social Theories

The relatively simple question of whether sex differences exist has evolved into the more theoretically interesting question of why sex differences occur. This transition has come about because of the meta-analytic investigations of sex differences in social behavior which established sex difference trends in a variety of social behaviors. Many psychologists have questioned the validity of these meta-analytic generalizations since they violate many of the concepts in our textbooks and violate the popular view that sex differences exist only in the minds of perceivers. This role analysis focuses on gender roles, socially constructed rules about male and female behavior. Role theory is in harmony with the overall sex differences established in meta-analyses, tending to be consistent with the normative expectations that women should be communal and men agentic. To account for variability in findings about sex differences, a theory should suggest moderator variables that specify social settings that limit and accentuate sex differences. Meta-analysis is suited to the detection of such interactions between sex and situational variables when the studies differ in theory-relevant aspects of their social settings. Sex differences in behavior may appear stronger in laboratory than in natural settings. Meta-analytic studies should enable development of more valid generalizations about women and men. (ABL)

ED 303 722 CG 021 420

Schmidt, Frank L.; And Others

General Cognitive Ability vs. General and Specific Aptitudes in the Prediction of Training Performance: Some Preliminary Findings.

PUB DATE- 15 Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Aptitude Tests; *Cognitive Ability; Military Personnel; *Military Training; *Performance; *Predictive Validity
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

Recently there appears to have been an increase in interest in the relative power of general ability and narrower cognitive aptitudes to predict real world performance in training programs and on the job. This area has important practical implications for personnel selection and classification, particularly for large organizations such as the United States military which assigns people differentially to jobs based on patterns of measured abilities. This study examined the ability of Armed Services Vocational Aptitude Battery (ASVAB), forms 8, 9, and 10 to predict training performance, using 10 technical jobs in the U.S. Navy with at least 900 people in each job. Performance was the measured criterion. For one job, Mess Management Specialist, performance was measured as final school grade. The other nine technical jobs were self-paced; the criterion was the number of hours required to complete training. General mental ability alone did about as well as differential weighting at the level of the three general aptitudes (quantitative, verbal, technical). Using all 10 specific aptitude tests as separate predictors increased validity by about eight percent. Future analysis will examine the specific values of beta weights and will be testing Hunter's (1983) path models for fit to the data from individual jobs. (ABL)

ED 303 723 CG 021 421

Baehr, Melany E.
Criteria of Police Officer Performance.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; *Performance; *Performance Factors; *Personnel Evaluation; *Police

The indifferent success in achieving the goal of reliable and valid police officer work performance measures has been attributed to the complexity of the job. This study explored reasons for unsatisfactory police performance evaluation, reviewing and integrating previous studies and new recently collected but not yet published data. Performance criteria studied include subjective supervisory assessments and several objective criteria such as arrests, commendations and disciplinary actions. A quantitative job analysis at three different tenure points was implemented. The job analysis survey (Job Functions Inventory for Police Officers) was completed on a volunteer basis by police officers (N=37) in two mid-sized police departments. The three length of service groupings were 0-6 years, 8-16 years, and 18 years or more. A discriminant function analysis produced four bipolar functions. The two poles of each function were treated as separate factors and thus produced eight scoring dimensions for the Inventory. Each of the eight dimensions had a counterpart among the eight dimensions identified in a 1968 study (Baehr, Furcon, Froemel). A possible imaginative description of these results showed the low-tenure officers engaged in street patrol, and active and hazardous criminal investigation activities. The latter activities continued in the middle-tenure group which also undertook special promotion and training assignments. Finally, the high-tenure group was chiefly concerned with enforcing police procedures and regulations and carrying out public duties. (ABL)

ED 303 724 CG 021 422

Dubin, Bettina Adelberg; And Others
Faces of Neglect.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Texas University, P.O. Box 7998, University Station, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caregivers; Case Studies; *Elder Abuse; *Family Caregivers; Family Problems; *Individual Needs; *Older Adults; Parent Child Relationship
IDENTIFIERS- *Elder Neglect

The family is the primary source of support and caregiving for the frail, dependent elder, providing emotional support, logistical services, supplemental finances, and the link to the outside community for the homebound elder. The caregiving systems of 84 of Texas's Adult Protective Services' (APS) cases were examined. The definition of neglect that was used was neutral in attribution, referring neither to self nor caregiver responsibility nor to active or passive intention. Case studies examined what caseworkers found entering the situation; what intervention was chosen; how the elder and family responded; and what the outcome was. The neglected elder is one whose needs are not adequately met in one or more of these areas: personal care, nutrition, medical care, or condition of the environment. Whether inadequate care was due to self-neglect or caregiver neglect was not always easy to determine. Case analyses resulted in five profiles of situations and problems that describe why caregiving systems seemed to fail: (1) the caregivers were overwhelmed; (2) the elder refused care; (3) caregivers were more interested in their own gain than in the elder's welfare; (4) the caregiving system was dysfunctional due to poor relationships or difficult personalities; and (5) the elder was alone and had no one on whom to rely. Interventions ranged from caregiver support; emergency action, including forced removal; and general assistance. Caseworkers felt the most critical need was for greater resources, increasing what was already in place, more emergency funds, and more medical services. The need for more preventive services was also emphasized. Abuse and neglect were thought to be the result of multifaceted problems which required multiagency resolution. (ABL)

DOCUMENT RESUME

ED 303 725 CG 021 423

Harris, Lowren Connie

Facts about Texas Children. Excerpted from Children, Choice, and Change.

Texas Univ., Austin. Hogg Foundation for Mental Health.

PUB DATE- 88

NOTE- 17p.

AVAILABLE FROM- Hogg Foundation for Mental Health, Texas University, P.O. Box 7998, University Station, Austin, TX 78713-7998 ($3.00 each plus $.50 shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Child Abuse; Child Neglect; *Children; Economically Disadvantaged; *Intervention; *Poverty; *Prevention; *Public Policy

IDENTIFIERS- *Texas

The environment in which Texas children grow up is crucial to their future and to the future of the state. Almost 500,000 Texas families were poor in 1985. Poverty sets the stage for numerous childhood maladies: infant mortality, health problems, child abuse, learning disabilities, malnutrition, and mental health problems. As poor children grow up they are likely to drop out of school, become pregnant at an early age, abuse drugs and alcohol, depend on public assistance, or break the law. Many of these problems are preventable. It costs less than $39,000 to provide one child with a continuum of preventive services beginning with prenatal and preventive health care and continuing with Head Start, Chapter I Compensatory Education, summer jobs for high school students, and four years of college paid at public expense. Contrast that with the $25,000 it costs each year to keep one juvenile offender in a Texas training school. Prevention is more cost-effective than remedial treatment. Child abuse is likely to increase in the next decade due to the significant number of families living below the poverty line. Due to limited funding less than one-half of serious child abuse cases in the past 6 years were investigated. When abused and troubled children become parents, they tend to perpetuate self-destructive conditions with their own children. Early intervention could break this cycle. Enacting legislation that focuses on prevention is one way of strengthening the commitment to the positive growth and development of Texas children. (ABL)

ED 303 726 CG 021 424

Sato, Kaori
Attribution of the Cause of the Inequity in a Social Dilemma.
PUB DATE- 13 Aug 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; Cooperation; Decision Making; Foreign Countries; *Group Dynamics; Higher Education; Social Environment
IDENTIFIERS- *Inequity Theory; *Japan

In a social dilemma situation, a group member who takes defecting choice gains more self-interest than a member who takes cooperating choice. Thus, inequity of members' individual interests would be produced depending on whether a member takes cooperating choice or defecting choice. To study effects of the perceived inequity and attributional difference of the cause of the inequity in a social dilemma, a computer controlled experiment was conducted using a bogus member who did not cooperate at all. Subjects were undergraduates (N=110) at a major university in Japan. Special manipulation of attribution of the cause of the inequity was operated in the experiment. The results of the experiment indicated that subjects cooperated less when they perceived the inequity, and, in addition, they cooperated less when they attributed the cause of the inequity to intentional selfish behavior of an individual than when they attributed the cause to the system or the structure of the experiment. Even when people realized the necessity of mutual cooperation to solve a social dilemma, the existence of social injustice such as the inequality of the allocation of public goods discouraged peoples' motivation to cooperate. The negative effect of the existence of social injustice in promoting cooperation is more salient when intentional behavior of a member causes the inequity. (Author/ABL)

ED 303 727 CG 021 425

Flynn, Patricia M.

Evolving Responsibilities in Work Force Development: Incorporating the Dynamics of Change.

PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Employment; *Futures (of Society); Human Resources; Labor Force; *Labor Force Development; *Labor Needs; Labor Utilization; Models; Skill Development; Technology; *Trend Analysis

Changes in skill requirements, training needs, the industrial and occupational mix of employment, and the spatial location of jobs are 'natural' consequences of a dynamic economy. These changes, in turn, influence employers' hiring and staffing patterns, workers' career paths, and economic growth and development. However, the evolving nature of production processes and technological change have not figured prominently in the development and implementation of policies regarding the preparation of the work force of the future. This paper presents a new perspective: "skill-training life cycle," which evolves as the level of demand and standardization of skills change with the development of a technology, including the steps of introduction, growth, maturity, and decline. This life-cycle framework in general, and the skill-training life cycle, in particular, suggest a wide range of human resource policy implications for employers, educators and economic planners. Different, although interrelated, roles for employers, schools, and other providers of education and training emerge over the course of the skill-training life cycle. The following three work force development topics are illustrative of these evolving responsibilities: (1) providing new and emerging skills; (2) anticipating skill obsolescence and plant closings; and (3) balancing short-term and long-term work force needs. (ABL)

ED 303 728 CG 021 427

Heath, Kathleen C.; Irvine, Donald W.

What Educators Need To Know about Child Abuse.

PUB DATE- 10 Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
AVAILABLE FROM- Donald W. Irvine, Behavioral Studies and Educational Technology Dept., I.L.B. 425, University of South Alabama, Mobile, AL 36688 (1 copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; *Children; Counseling; Family Problems; Prevention; *Sexual Abuse

The problem of child sexual abuse has gained an increasing amount of national attention in the past decade. Intra-familial sexual relations, incest, appears to be the predominant form of child sexual abuse. Seventy to 80 percent of sexual abuse occurs with affinity systems--families, relatives, friends, and neighbors. Child sexual abuse has been defined as "contacts or interactions between a child and an adult in which the child is used for the sexual stimulation of the perpetrator or another individual." Researchers have concluded that psychological effects of sexual abuse are harmful to the child victim. Due to the seriousness of psychological symptoms which victims experience, the need for effective treatment has been recognized and a variety of treatment approaches have been developed recently. Behavioral techniques, family systems approach, group therapy for victims, and all treatment modalities such as individual, group, family, and support groups are noted in the literature. No matter how consistently and conscientiously a child is supervised and protected a child must increasingly contribute to his or her own safety by learning to recognize and to deal appropriately with persons and circumstances which may indicate danger. In the last few years, there has been impressive progress in recognizing, understanding, and preventing child sexual abuse. However, it is vital to the well-being of our society that educators and parents continue their efforts to eradicate this and all other forms of child abuse and neglect. (ABL)

ED 303 729 CG 021 428

Gladden, Bonnie; And Others
The Rehabilitation Process for Clients with Specific Learning Disabilities: Trainer's Manual.
Illinois State Dept. of Rehabilitation Services, Springfield.
PUB DATE- 88
NOTE- 176p.
GRANT- G058600178
AVAILABLE FROM- Illinois Department of Rehabilitation Services, c/o Bonnie Gladden, P.O. Box 1587, Springfield, IL 62706 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counselor Training; Delivery Systems; *Educational Diagnosis; Evaluation Methods; *Learning Disabilities; *Rehabilitation Counseling

This document presents the manual for a training workshop for rehabilitation counselors on the delivery of services to persons with learning disabilities. It describes how counselors are trained in the workshop to: (1) use five criteria to establish eligibility; (2) apply the case management system to the classification of learning disabilities as a primary handicap; (3) assemble the existing case history data which is relevant to a client's school performance and medical history; (4) organize written inquires to the psychological examiner in order to document the five criteria necessary for classification in the learning disabilities category; (5) become sensitive to the behavioral impact of nine types of sensory learning disabilities through simulation activities; and (6) practice, via a role-played case study, the complete rehabilitation process. Topics discussed include the differential diagnosis of learning disabilities; rehabilitation processes for learning disabled clients; referral/application; diagnostic evaluation; a description of nine types of learning disabilities as job limitations and restrictions; and the Illinois management system and its relationship to people with learning disabilities. The appendices include the pretest/posttest on learning disabilities with answer key. The manual provides step-by-step directions for running the workshop and includes overheads and activities. (ABL)

ED 303 730 CG 021 429

Morahan-Martin, Janet
A Follow-Up Study of Changes in the Values of Children by College Alumni from 1977 to 1986.
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Alumni; *Attitude Change; *Children; *College Students; Higher Education; Longitudinal Studies; Parent Attitudes; Parents; Student Attitudes; *Values

Why do people have children? How do motivations for having children develop over the lifespan? This study compared the positive and negative values of having children for undergraduate college students (N=341) in 1977 and and the same subjects' (N=160) values 9 years later in 1986. Nine specific values of having children were assessed using the Value of Children Attitude Scales: (1) children for continuity, tradition, and security; (2) parenthood satisfactions and sense of achievement from children; (3) role motivations of parenthood; (4) happiness and affection from children; (5) goals and incentives from having children; (6) social status from children; (7) external controls pressuring one to become a parent; (8) the costs of children; and (9) decision-mindedness in childbearing. Results indicated that there were changes with age in the perceived motivations for having children. There was less agreement among the alumni in 1986 than when they were 9 years younger in 1977 on the values of children overall. Disagreements centered on both positive (parental satisfactions and role motivations) and negative (external controls on childbearing, costs of children, and the need for decision-mindedness in childbearing) values associated with childbearing. It seemed that the alumni were less concerned with the constraints of parenthood than they were as undergraduates while they saw parenthood as providing less of a life role and less satisfaction than they had as undergraduates. Gender and parental status also affected how children were valued. (ABL)

ED 303 731 CG 021 430

Frusher, Susan; And Others
The Relationship between Gender and Psychological Well-Being, Locus of Control and Job Satisfaction during Early and Middle Adulthood.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; *Age Differences; Elementary School Teachers; *Job Satisfaction; *Locus of Control; Middle Aged Adults; Secondary School Teachers; *Sex Differences; *Well Being; Young Adults

This study examined differences and similarities between male and female patterns of adult development by comparing equivalent male and female subject groups with regard to psychological well-being, locus of control, and job satisfaction. Subjects were 74 male and 81 female elementary and secondary school teachers who were either between the ages of 22 and 31 years or the ages of 42 and 51 years. All subjects completed the Affective Balance Scale, the Internal-External Locus of Control Scale, the Job Satisfaction Index, and a demographic questionnaire. A 2 x 2 between subjects multivariate analysis of variance was performed on the three dependent variables associated with gender and age. The results revealed that the variables of psychological well-being, locus of control, and job satisfaction were all significantly related to the main effect of both gender and age, and to the interaction between gender and age. Middle-aged subjects were less satisfied with their jobs and were more externally controlled than were younger subjects; middle-aged women were found to be the least satisfied with their jobs. Female subjects also showed lower psychological well-being and a more external locus of control than did male subjects, suggesting that women have different developmental patterns than do men. (NB)

ED 303 732 CG 021 431

Rickel, Annette U.; And Others

Teenage Pregnancy and Parenting: Findings from the Detroit Teen Parenting Project.

PUB DATE- Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988). This project is supported by a grant from the Katherine Tuck Fund.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Rearing; *Early Parenthood; Females; High Schools; Nontraditional Education; Personality Traits; Pregnancy; *Pregnant Students; Social Support Groups; Stress Variables; *Student Attitudes

This study investigated the child rearing strategies endorsed by pregnant adolescent girls. The sample consisted of 124 pregnant adolescent girls from two alternative high schools for pregnant or parenting teenage girls in the Detroit (Michigan) Metropolitan Area. Child rearing strategies were assessed using the Rickel Modified Form of the Block Child Rearing Practices Report. Subjects also provided extensive demographic data and completed the Perceived Social Support Network Inventory and the Minnesota Multiphasic Personality Inventory (MMPI). The demographic findings suggest a trend toward earlier and more teenage pregnancies. Only 26 % of the sample had two parents in the home, suggesting that the girls' families may be stressed by the difficulties of single-parenting and unable to provide effective social support to the girls. Results from the MMPI revealed that only one-fifth of the sample fell within normal adjustment limits, implying a need for preventive interventions. The study provides descriptive analyses of child rearing strategies; compares the responses of center-city and suburban adolescents; and examines the relationship of these scores to indices of stress, social support, and personality as measured by the MMPI. Implications of the findings for community-based interventions are also discussed. (Author/NB)

ED 303 733 CG 021 432

Minnesota Health Statistics 1986. (36th Annual Summary Report).

Minnesota State Dept. of Health, Minneapolis. Center for Health Statistics.

PUB DATE- Oct 88
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Abortions; *Birth Rate; *Death; Demography; Divorce; *Health; Infant Mortality; *Marriage; Occupational Diseases; *Occupational Safety and Health; Population Trends
IDENTIFIERS- *Minnesota; *Vital Statistics

This annual summary of vital statistics from the state of Minnesota contains technical notes on changes in the summary format, sources of data, data quality, geographic allocation, and definition of rates. A total of 63 data tables and 13 figures are provided in the areas of: (1) an overview of 1986 vital statistics; (2) live births; (3) reported induced abortions; (4) fertility; (5) infant mortality and fetal deaths; (6) general mortality; (7) marriage; (8) divorce; (9) occupational illness and injury; and (10) population. The appendices contain definitions of terms, data collection instruments, and a map of Minnesota health districts and offices. (NB)

ED 303 734 CG 021 433

Martin, Peter
Conceptual Models To Study the Adaptation of the Oldest Old.
PUB DATE- Aug 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); *Frail Elderly; *Models; *Older Adults; *Personality Traits

In recent years there has been an increased awareness about the growing number of the oldest old. A structural model for the study of the oldest old was introduced by Lehr (1987) and was built on experience with data from the Bonn Longitudinal Study of Aging. In the Lehr model, genetic, environmental, and ecological factors affect longevity directly and indirectly through individual characteristics, such as personality and intelligence. Aspects of nutrition, demographic characteristics, and health status additionally influence longevity in this model. Because the test of a comprehensive model such as the one proposed by Lehr is very complex, it may be more reasonable to first test submodels of longevity before integrating a large number of correlates to longevity. A genetic model relating family longevity to demographic and individual characteristics could be tested as a first step, as could an ecological model emphasizing environmental aspects or a health model highlighting nutritional and health components. Adaptational models have also been proposed, suggesting that aspects of life experiences as they relate to the life-span, appraisal processes of such events, and coping mechanisms might also be added to models on the oldest old. Interdisciplinary research is needed to examine personal characteristics, ecological factors, nutritional aspects, health, and stress variables as they influence the longevity of individuals. (Author/NB)

ED 303 735   CG 021 434

Madden, Margaret E.
Influence Strategies in Nonromantic and Romantic Friendships.
PUB DATE- Aug 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dating (Social); *Friendship; Higher Education; Influences; *Interpersonal Relationship; Persuasive Discourse; *Sex Differences
IDENTIFIERS- *Influence Strategies; *Persuasive Strategies

Gender stereotypes imply that men and women use different strategies to influence other people in personal and professional contexts. This study examined the strategies used by 68 male and 91 female college students to influence their friends. Subjects completed a questionnaire about a close nonromantic friend of the same sex or of the opposite sex, or a romantic friend of the opposite sex. Subjects wrote a paragraph describing how they got their way with their friend, checked whether they used several power bases with the friend, and answered questions about the relationship. Men reported using bilateral indirect and unilateral indirect strategies more than did women; women reported using unilateral direct strategies more than men; and there was no gender difference in the use of bilateral direct strategies. Patterns in romantic and nonromantic other-sex friendships were similar, but women used direct, unilateral strategies more in romantic than in nonromantic friendships. Results suggest implications concerning the relative equality of men and women in different kinds of relationships. (Author)

ED 303 736 CG 021 435

Madden, Margaret E.

Crisis Workers' Attributions for Domestic Violence.

PUB DATE- Aug 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Battered Women; *Crisis Intervention; *Family Violence; *Hotlines (Public); Victims of Crime; *Volunteers

Attributions affect coping with victimization. Battered women who blame their husbands' moods are less likely to leave than are women who blame their husbands' permanent characteristics for the violence. Abused women often have repeated contacts with crisis intervention workers and the attitudes of those workers may affect the attributions made by clients for their husbands' violence. To examine this issue, 52 surveys were completed by volunteers on a crisis intervention hotline for victims of domestic and sexual assault. The surveys asked workers about factors contributing to clients' situations, controllability of those factors, advice they had given, and chances that the situation would be resolved. Perceived resolvability of clients' situations was highly related to perceived controllability. Controllable factors were mainly circumstantial, rather than internal personality factors, except for substance abuse, which was seen as highly controllable. The regression models which best predicted resolvability involved external circumstances and client variables, rather than partner variables. Actions which were associated with high resolvability of situations were actions which would substantially alter clients' situations. Six references and nine tables are included. (Author/NB)

ED 303 737 CG 021 436

Thomas, Sandra P.
Anger Symptomatology, Stress Reactivity and Health Status of Mid-Life Women.
PUB DATE- Aug 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; *Females; Locus of Control; *Middle Aged Adults; Predictor Variables; *Stress Management
IDENTIFIERS- *Health Status

This study examined psychological, behavioral, environmental, and sociodemographic predictors of health status in 87 mid-life women participating in a longitudinal investigation. Correlates of good health were found to be an optimistic disposition, internal locus of control, education, income, employment outside the home, moderate exercise, and adequate sleep. Variables negatively related to health were stress, external locus of control, packyears of smoking, post-menopausal status, body mass index, and anger symptomatology. Age and social support variables were not related to health status, nor were the anger-in, anger-out, and anger-discuss modes of expressing anger. The regression model accounted for 56% of the variance in health status. The majority of subjects reported severe daily hassles. High stress and anger somatization were significantly correlated. The findings suggest that a segment of women in mid-life enjoy less than optimal health while experiencing high levels of stress and expressing anger in ways which not only fail to accomplish problem resolution, but which also may alienate significant others. These results have implications for counseling and for future research. References and tables are included. (Author/NB)

ED 303 738 CG 021 437

Halsten, Jerry; Stokes, Joseph

The Interrelations of Negative Affectivity, Anxiety Sensitivity, and Fearfulness.

PUB DATE- Aug 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Beliefs; College Students; *Fear; Higher Education; *Negative Attitudes; Predictor Variables

Anxiety sensitivity (AS) is an individual difference variable consisting of beliefs that anxiety experiences lead to negative consequences, such as illness, embarrassment, or additional anxiety. Negative Affectivity (NA) is an individual difference variable that reflects a tendency to experience negative affect and to maintain a negative view of oneself and of the world. This study was designed to test the hypothesis that the association between AS and fearfulness would be reduced substantially by controlling NA. The Anxiety Sensitivity Index, the Fear Survey Schedule II, and the Negative Affectivity Scale were completed by 100 introductory psychology students. The results did not support the hypothesis. Although AS and NA were correlated, AS was a strong predictor of fearfulness, even after variance in fearfulness accounted for by NA had been removed. Conversely, the relation of NA to fearfulness was greatly attenuated by partialling out variance attributable to AS. These findings suggest that a person's beliefs about the aversiveness of being anxious are important in assessing predisposition to fear. Four references and three tables are included. (Author/NB)

ED 303 739 CG 021 438

Lee, Hyong Sil; Martin, Peter
Predictors of Appraisal and Coping Dimensions in Myocardial Infarction Victims.
PUB DATE- Aug 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Demography; *Heart Disorders; *Personality Traits; *Predictor Variables; *Rehabilitation
IDENTIFIERS- *Life Events

This study attempted to identify predictors of perception and coping after the occurrence of a myocardial infarction. Sixty males and 17 females who had suffered from a myocardial infarction within 3 months prior to the research were recruited from a hospital rehabilitation program. Subjects completed the Peri-Life Events Scale, the 16-PF personality inventory, a questionnaire measuring the perception of the myocardial infarction experience, and the short form of a coping measure. Multiple regression analyses were used to investigate the relationships between age, number of life events, personality perceptions of the myocardial infarction experience, personality, and coping strategies. The results suggest that personality influenced the perception of the myocardial infarction, and that coping strategies were affected by personality and perception of the myocardial infarction. The perception of the myocardial infarction experience and coping strategy were influenced by the number of life events experienced. Age was a poor predictor of perceptions and coping. Therefore, in explaining both the subjective perception and coping strategy of myocardial infarction patients, a number of personality variables seem to be important. References and tables are included. (NB)

DOCUMENT RESUME

ED 303 740 CG 021 439

Nufrio, Ronald M.
Anorexia Nervosa: An Overview for the School Counselor.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Anorexia Nervosa; Elementary Secondary Education; *High Risk Persons; *Identification; *School Counselors

Anorexia nervosa is a serious eating disorder which affects thousands of people every year. Ninety-five percent of all anorexics are females with the peak age of onset between 14 and 18. While anorexics fit into no specific stereotype, high-risk candidates are often perfectionists and model children who exhibit self-doubt, high conformity, emotional control, inhibited interpersonal relationships, and lack of assertiveness. Danger signals of anorexia include not eating, depression, lack of motivation, reclusive behavior, irritability, excessive exercise, a change in academic standing, hyperactivity, and increased perfectionism. Other noticeable signs include thinning and drying of hair, cold sensitivity, dry skin, and brittle nails. Anorexics often try to hide their weight loss by wearing bulky clothes. While anorexia nervosa is a treatable disease, treatment can take years to complete. Counselors can implement a prevention program in the school. The elementary counselor can develop a program to build students' self-esteem and teach problem-solving skills. Secondary counselors can continue the self-esteem building activities. They can administer the Eating Disorder Instrument and use its results along with referrals and observations to begin individual and small-group counseling sessions for at-risk students. Counselors can also work with teachers and parents, make literature on anorexia available, and work with other staff members to develop curricula to prevent anorexia. Counselors, parents, teachers, administrators, and the medical community must work together to combat anorexia nervosa. (NB)

ED 303 741 CG 021 440

Farber, Barry A.

Burnout in Psychotherapists: Incidence, Types, and Trends.

PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Burnout; *Incidence; *Psychotherapy; *Stress Variables; *Therapists; *Trend Analysis

Burnout among psychotherapists appears to be low; most psychotherapists seem quite satisfied with their work and untouched by the dysfunctional symptoms of burnout. Interviews with 60 therapists revealed that most considered "lack of therapeutic success" to be the single most stressful aspect of therapeutic work. Burnout was most often attributed to the nonreciprocated attentiveness, giving, and responsibility demanded by the therapeutic relationship. A survey of clinical psychologists suggests that institutionally-based therapists, as opposed to those in private practice, are more at risk of burnout. Three types of burnout which have been identified among teachers can be used to construct profiles of burned out psychotherapists. The most likely candidate for the first type of burnout - frenetic overinvolvement - may be the young, highly idealistic therapist. The second type, the worn-out therapist, seems most prevalent among experienced therapists working in institutions with oppressive bureaucratic structures. Finally, there is the underchallenged, underestimated therapist. Trends which may increase the risk of burnout among psychotherapists include the trend toward health maintenance organizations, the trend for an increasing number of individuals with difficult-to-treat character disorders seeking treatment, and the tendency for psychotherapy to become more of a business. (NB)

ED 303 742 CG 021 441

Kimball, Marillyn

Death in the Family: Transforming a Time of Despair into a Time of Strengthening.

PUB DATE- Jun 87
NOTE- 17p.; Paper presented at the International Conference on Family Strengths (Malibu, CA, June 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Coping; *Death; *Family Caregivers; *Family Relationship; Helping Relationship; *Hospices (Terminal Care); Social Support Groups

In hospice, those who work with families have an opportunity to help the terminally ill patient and the patient's family experience death as a time for growth. There are four basic concepts of the hospice philosophy: (1) the patient and the family are the units of care; (2) physical, psychological, and spiritual needs of the patient and the family are assessed by an interdisciplinary team; (3) pain management is a cornerstone of care; and (4) there is follow-up care to help the survivors work through their emotions. Hospice workers can help to strengthen the family and the patient by encouraging family members to become actively involved in the patient's care, by affirming individual and family strengths, by brining a calmness to the family's anxiety, and by supporting the patient's quality of life right to the end. Helpful tools for Hospice workers include a knowledge of family systems, life cycle, and death and dying literature, along with the works of Maslow, Erikson, and Kubler-Ross. Hospice workers need excellent communication skills and good listening skills. Finally, hospice workers need to be aware of the side effects of drugs used to relieve pain, and be able to help families understand these side effects. An awareness of cultural rituals associated with death, and an attitude that death is beautiful are also tools useful to the hospice worker. (NB)

ED 303 743 CG 021 442

Nowhere to Turn: The Crisis in Middle School Guidance and Support.
Interface, Inc., New York, N.Y.
PUB DATE- Aug 88
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; Elementary Education; Financial Support; *Middle Schools; *School Guidance; Social Support Groups
IDENTIFIERS- *New York (New York)

An Educational Priorities Panel publication in May 1988 reported that funding for guidance and support services in New York City's middle schools was inadequate to sustain an effective base of services to middle school students. This report builds upon that earlier research and investigates how current practices in eight middle schools reflect limited funding and an ineffective structure for delivery of services. In preparing this report, representative schools were selected for in-depth site visits which included interviews with principals, assistant principals, deans, guidance counselors, drug abuse counselors, school psychologists, social workers, educational evaluators, dropout prevention program facilitators, case managers and counselors, attendance teachers, and other staff involved in providing guidance and support services. In addition, panel researchers spoke with state and local education officials, students, and district staff. This report presents findings from the investigation, including a summary of the plight of eight case study schools selected for the investigation, general access to services in the areas of high school admissions, special education, and categorical programs and itinerant counseling. Conclusions are drawn concerning the access and delivery of services and recommendations are made to improve the structure and delivery of services. Personnel issues are addressed in the areas of recruitment, staffing, and staff development and coordination. Recommendations for personnel issues are made. A literature review is appended. (NB)

ED 303 744 CG 021 443

Larkin, Judith E.; Pines, Harvey A.
Can You Tell a Self-Monitor by What She Wears?
PUB DATE- 14 Aug 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clothing; College Students; Females; Higher Education; *Individual Differences; *Personality Traits; *Physical Attractiveness; *Physical Characteristics
IDENTIFIERS- *Self Monitoring

Based on people's implicit expectations about how high and low self-monitors will present themselves, it was hypothesized that observers would be able to infer dispositional characteristics of the two personality types from their clothing preferences. To test this hypothesis, prototypical wardrobes were empirically constructed for the high and low self-monitors based on their actual preferences and, independently, on assessments of perceptions of the wardrobes and inferences about the person who would wear the clothing. College students (N=68) viewed slides of both wardrobes and rated each wardrobe and the characteristics of the person who would wear the clothes on 7-point scales selected for their relevance to self-monitoring behavior. The results revealed that, from the wardrobes alone, subjects distinguished important behavioral characteristics of high and low self-monitors consistent with predictions from the self-monitoring theory. (Author/NB)

ED 303 745 CG 021 444

Machell, David F.

Combat Post-Traumatic Stress Disorder, Alcoholism, and the Police Officer.

PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences (Washington, DC, March 28-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Counseling Techniques; *Police; Profiles; *Psychological Characteristics; *Role Perception
IDENTIFIERS- *Posttraumatic Stress Disorder; *Role Immersion

This report describes the psychological profile of a police officer who suffers from three dimensions of emotional complication: combat post-traumatic stress disorder (CPTSD), alcoholism, and role immersion. Each of the three dimensions is discussed separately, followed by a discussion of their interaction and unification. It is noted that alcohol and other drugs can suppress the symptomatology of CPTSD for many years and that when a person stops using drugs, he/she may experience CPTSD most intensely. CPTSD is defined and symptoms of the disorder are listed. Reasons why CPTSD victims may be attracted to police work are considered. Alcoholism and some behavioral compensation expressions used by alcoholics are discussed. The creation of role immersion or professional protective emotional suppression in the police officer is explained. Seven dimensions of professional protective emotional suppression are described. The interaction of CPTSD, alcoholism, and role immersion in the police officer is discussed. The report concludes with a set of recommendations for treating the alcoholic police officer. (NB)

ED 303 746 CG 021 445

Tolan, Patrick H.; Thomas, Peter J.
A Longitudinal Analysis of Age of Onset Effects on Delinquency.
PUB DATE- Aug 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; Crime; *Delinquency; *High Risk Persons; Longitudinal Studies; National Surveys; Sex Differences

This study is a re-analysis of four waves of data from the National Youth Survey (NYS) begun in 1976 on 1,725 adolescents and comprising a representative national sample. A subset of 423 subjects were selected for this study. Subjects were categorized into three delinquency onset groups: early onset (onset at age 12 years or younger); late onset (onset after age 12 years), and no-onset. The NYS data contained data on delinquency involvement, psychosocial conditions, and demographic characteristics. Analyses were undertaken to determine the impact of age on onset of delinquency on subsequent level, type, and persistence of participation in delinquency. With the exception of damaged property and minor assault, no significant differences between early and late onset groups were found as to type of crime. Early onset subjects, however, were more likely to engage in serious patterned delinquency and to do so chronically. No significant demographic differences were found, except that males were more likely than females to be in the early onset group. The early and late onset subjects scored poorly on all psychosocial scales and scored significantly poorer than did no-onset subjects. These results suggest age of onset may be an important risk determinant in delinquency research. (Author/NB)

ED 303 747 CG 021 447

Matthews, Doris B.
A Study of the Effects of a Stress Management Program on Affective and Cognitive Measures of Middle School Children.
South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Jul 88
NOTE- 117p.
GRANT- SCX-206-04-84
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *Arousal Patterns; Cognitive Measurement; *Grade 6; *Grade 7; Intermediate Grades; Junior High Schools; Middle Schools; *Relaxation Training; *Stress Management; Stress Variables

Middle school children make a number of accomodations that create stress in their lives. This study examined the effects on sixth and seventh grade students (N=53) of a stress management program that emphasized self-regulation of physiological aspects of functioning along the relaxation/arousal continuum. The experimental group received intensive training in self-regulation for 7 weeks during the physical education period and then practiced the skills periodically throughout the school year. At the completion of the training period for self-regulation, both the experimental group and the control group engaged in a thinking skills program as part of the regular language arts period. The students in the self-regulation training were impressively successful, as measured by peripheral temperatures, in changing their levels of arousal or relaxation with the assistance of the trainer. On their own, students continued to be successful in relaxing, but failed to master the skill of eliciting the arousal response at will. Throughout the thinking skills program, the experimental group tended to score higher on teacher-made tests than did the control group, but they failed to outperform their counterparts on a standardized test of higher-order cognitive abilities. The treatment tended to diminish significantly perceived anxiety levels and to improve perceptions of students about themselves. (Author/ABL)

ED 303 748 CG 021 448

Hall, Pamela E.
Review of the Psychological Effects of Divorce throughout the Lifespan Including Implications for Clinical Treatment.
PUB DATE- Sep 84
NOTE- 295p.; Ph.D. Dissertation, Pace Univeristy.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; *Change; *Children; Counseling Services; *Divorce; Individual Development; Models; Psychological Needs; *Psychological Patterns

This document presents a comprehensive review of the literature on the psychological effects of divorce from the preschool years through adulthood. Topics discussed include the developmental perspective on divorce through various age groups; divorce as an event or process; and the role of the mental health professional. This review provides an interdisciplinary perspective combining research and clinical findings about the effects of parental divorce in childhood on subsequent psychological development. References from 153 professional journals and popular literature are cited and various approaches to clinical treatment are described. Recommendations for use of a consultation model are included. The research findings presented highlight both positive and negative aspects of parental divorce and specify areas of controversy which still require further investigation. The document states the information is intended for application in the clinical, school, and community realm and is designed for use by mental health and child-oriented professionals. It can be used by individuals who are not in the mental health field such as parents, teachers, etc., however, it is recommended that mental health professionals be available to clarify technical terms regarding psychological theory. (Author/ABL)

ED 303 749 CG 021 449

Staik, Irene M.; Dickman, Carol L.
Self-Reported Stressors of College Freshmen.
PUB DATE- 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Coping; Higher Education; *Stress Variables

Research has indicated that the freshman year of college is the most stressful for the student. This study is based on the belief that a thorough comprehension of self-reported stressors of college freshmen is necessary for administrators to plan programs designed to help students to cope with their stressors. Effective coping reduces attrition and promotes better motivated college students. The current study was conducted using qualitative methodology. All college freshmen (N=439) at a small public university in Alabama, enrolled in a required freshman orientation course in the fall term of 1987, were asked to list and describe their five most severe stressors. They were also asked to rank order the stressors by severity. These qualitative data were analyzed, and 13 categories of students' stressors emerged. The most frequently reported stressor category was academic concerns, followed by friendship and campus life, finances, and time management. Results indicated that there were no appreciable differences in reported stressors between males and females. Knowledge of these self-reported stressors should enable the administrators of this university to tailor programs designed to respond to the specific needs of its students. (Author)

ED 303 750 CG 021 450

Marsiske, Michael; Willis, Sherry L.

Description and Prediction of Age-Related Change in Everyday Task Performance.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Aug 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
GRANT- R01-AG05304
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Cognitive Processes; Daily Living Skills; Longitudinal Studies; *Older Adults; Performance; Test Validity

Traditionally, assessment of the cognitive competencies of older adults has focused on abstract laboratory tests, which have often seemed quite unlike the demands of tasks encountered in everyday activities. Consequently, external validity of these laboratory tasks has been questioned, and their utility for assessing real-world competence has been debated. This study examined age-related change in performance on a measure of everyday competence, the ETS Basic Skills Test, a 65-item multiple-choice measure. Subjects were older adults (N=102) who participated in a 7-year follow-up of the Adult Development and Enrichment Program. When change was examined at the intraindividual level, 62 percent of the subjects had scores classified as stable or increased, despite findings of significant mean decline over the 7-year period. Measures of crystallized and fluid intelligences were identified as significant predictors of basic skills performance via multiple regression analyses. The finding of significant intellectual and personal predictors of basic skills performance has two implications for further study of competence in everday activities. First, the findings indicated substantial relationships between traditional, academic forms of intelligence and at least some forms of practical intelligence. Secondly, the findings of the regression analyses suggest that it may be possible to isolate some of the variables predisposing an individual to be "at risk" for incompetence in certain types of everyday tasks. Charts and references are included. (Author/ABL)

ED 303 751 CG 021 451

Ravlin, Elizabeth C.; And Others
Stability of Work Values: Individual Differences and Relationship with Decision Making.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; *Decision Making; *Employment; Higher Education; *Individual Differences; *Values; *Work Attitudes

Values in the workplace have long been a topic of interest for both researchers in organizational behavior and management practitioners alike. Values are believed to be deeply internalized standards for personal behavior because they are based on a person's experience. Relatively little attention has been paid to the processes relating to individual differences in value stability. Such individual differences should have implications for the relationship between values and decision-making. This study examined the issue of work value stability and the extent to which individual differences in value stability affect the relationship between values and decision-making. Subjects, undergraduate college students (N=79), participated in three survey sessions. At each session they completed a work values measure and a decision-making task. At the second session, an effort was made to alter the importance of one value, concern for others. Results indicated that while as a whole, values were relatively stable over the short time interval studied, some individuals were more stable than others. These people were more likely to emphasize their values in decision-making. This study raises important issues with regard to predicting behavior from values. Not only are outside influences a factor in reducing the explanatory power of values, but by failing to discriminate between individuals who have developed self-schemas concerning particular values from those who have not, ability to understand the values-behavior relationship is limited. (Author/ABL)

ED 303 752 CG 021 452

Miserandino, Marianne

The Role of Success in Mastery and Helpless Achievement Orientations.

PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Achievement Need; Achievement Rating; *Attribution Theory; *Competence; *Failure; *Helplessness; High Schools; High School Seniors; Locus of Control; Self Evaluation (Individuals); *Success
IDENTIFIERS- *Mastery Model

The major task of life is to become masterful. As individuals grow the choice of which tasks to attempt and how best to achieve mastery at them becomes increasingly under their control by the situations they choose to engage in and by perceptions of their abilities. Mastery oriented people tend to attribute failure to unstable, external factors (luck) or to controllable, internal factors (effort). In contrast, the helpless oriented people tend to attribute failure to stable, external factors (task difficulty), and to uncontrollable, internal factors (lack of ability). Previous research on mastery and helplessness has found that subjects classified as mastery oriented or helpless oriented differ in their views of success and failure. Classification has typically been made based on subjects' reactions to failure only. In this study 60 female and 30 male high school seniors received orientation scores on the basis of their typical attributions for successes and failures. These scores were used to predict achievement as measured by subjects' grades and their Scholastic Aptitude Test scores. It was found that success and failure together predicted achievement better than either alone. This finding has implications, not only for the theory of mastery and helplessness and the role of these orientations in achievement, but for understanding reactions to depression and other illnesses as well. (Author/ABL)

ED 303 753 CG 021 453

Rosenberg, Jeffrey

Single Parent Adoptions: An Issue of Difficulty and Import for Adoption Agencies.

National Committee for Adoption, Inc., Washington, DC.

PUB DATE- 8 Aug 87
NOTE- 27p.; Paper presented at the Annual Meeting of the North American Council on Adoptable Children (Orlando, FL, August 8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adopted Children; *Adoption; Agencies; Child Welfare; Family (Sociological Unit); *Family Structure; *One Parent Family; *Placement; *Research Needs; Social Work

Little theoretical and empirical knowledge is available in the social work field to guide practitioners in the area of single parent adoption. In the context of demographics, the single parent family is now conventional. However there is not yet conclusive research on the success or failure of single parent households. Research has suggested that many special needs children are being placed with families that are or will be stressed by potentially destructive economic conditions. Arguments for single parenting include that single parenting may be the placement of choice for children due to past history; no research has shown that single parenting is in itself pathological; and an appropriate single parent is better than no home at all. Arguments against single parenting include the views that two parent families can provide role models for both sexes or that the two parent family is the "normal" family structure; and birth mothers prefer two parent families. Current research into the infant-father relationship could greatly enlighten the discussion of single parenting. While still inconclusive, the available research suggests that single persons are a resource for children but that sufficient questions still exist to prevent an unqualified endorsement of single parent adoption. The need for enlightenment is pressing, for children, would-be parents, and adoption professionals, who are not served when knowledge is replaced by myth and misconception. (ABL)

ED 303 754 CG 021 454

Seader, Mary Beth
Pregnancy Counseling: Traditional and Experimental Practices.
National Committee for Adoption, Inc., Washington, DC.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adopted Children; *Adoption; Agencies; Child Welfare; Counseling Objectives; *Counseling Services; Counseling Techniques; Experimental Programs; Family (Sociological Unit); Family Structure; *Placement; *Pregnancy; *Research Needs; Social Work

In response to complaints by some birthparents who agreed to transfer their parental rights and obligations to adopting parents in the past, agencies and persons interested in adoption have reexamined their practices in an effort to be more responsive to the long-term needs of birthparents and children. Before entering into any discussion of a controversial issue, it is important to examine the rhetoric. The debate has been defined, for the most part, by proponents of the new, experimental practice known as "open adoption" or "openness" in adoption. Traditional adoption, labeled "closed" adoption, suggests secrecy and narrow-mindedness. Terms such as "traditional" and "experimental" adoption would be more appropriate. Pregnancy counseling should include: (1) a realistic assessment of the birthparent's needs and resources; (2) decision-making on all options open to a woman; (3) carrying out the decision; (4) mourning of the loss of role, status, and relationship as a parent; and (5) acceptance and integration of the pregnancy and adoption experience into the individual's life. If there are problems with outcome in adoption, it should be known what has caused them. If the cause of adoption problems is more closely related to unresolved reasons for pregnancy, family problems, etc., the client is not served by focusing on only the adoption. (Author/ABL)

DOCUMENT RESUME

ED 303 755 CG 021 455

Pierce, William L.
Adoption Issues, Trends and Networking.
National Committee for Adoption, Inc., Washington, DC.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adopted Children; *Adoption; *Agencies; *Agency Cooperation; Child Welfare; Counseling Objectives; Counseling Services; Counseling Techniques; Placement; *Pregnancy; *Pregnant Students; Social Work; *Trend Analysis

Teenage women with unplanned pregnancies constitute one of America's greatest challenges in terms of providing good services and sound counseling on options. Only about 7% of teenagers having babies make alternate childrearing plans either through formal adoption or informally with members of their families. The emphasis on making teenagers good parents may short-circuit the decision-making process and may inadvertently push teenagers, who may not be willing or able, into parenting. Schools can provide positive information about adoption. Agencies should look at their policies and the services which are offered to pregnant teenagers to determine whether they may be subtly encouraging single parenting over adoption. Adoption practices have changed in attempts to correct what may have been mistakes in the past. There is a trend in good adoption agencies to provide more post-adoption services to all members of the adoption circle. Networking between adoption agencies and non-adoption providers of service, particularly schools, health clinics, and family planning providers, can benefit young women. In order to provide the best services possible to meet the needs of pregnant teenagers, their male partners, their babies, and their families, every agency in the community needs to work together. (Author/ABL)

ED 303 756   CG 021 456

The Abuse of Drugs and Alcohol by Adolescents: An Overview. Legislative Report Series Volume 5, No. 1.
Maryland State Dept. of Legislative Reference, Annapolis, MD. Research Div.
PUB DATE- Jun 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcohol Education; *Drug Abuse; Drug Education; *Drug Rehabilitation; Incidence; Law Enforcement; Prevention; *Substance Abuse
IDENTIFIERS- Maryland

This report compares current trends in national and Maryland drug abuse rates; reviews social and psychological factors associated with drug abuse; describes the physiological effects of frequently abused substances; reviews the State's drug and alcohol enforcement programs targeted to adolescents; and outlines Maryland's prevention and treatment programs. Highlights of the report include: (1) Maryland's trends in the use of alcohol and drugs in the adolescent population are not always similar to national trends; (2) Maryland adolescent abusers tend to be poly-abusers, combining use of drugs with alcohol; (3) children, adolescents, and young adults contribute disproportionately to arrest statistics in the areas of drug law violations and driving while intoxicated; (4) substance abuse can be defined legalistically or clinically; (5) several social environmental, interpersonal, and behavioral facts are statistically linked to whether an individual will become an experimental user or chronic substance abuser; (6) treatment needs of adolescents differ from those of adults, primarily because adolescents are less likely to be physically dependent and psychiatric help is often employed; (7) numbers of school suspensions for use and possession of dangerous substances are low compared to suspensions for other reasons, but school officials believe that drugs probably contribute significantly to the number of suspensions for behavior and attendance problems; and (8) prevention programs are viewed as integral to anti-substance abuse strategies despite their generally poor track records and uncertainty over the effectiveness of new approaches. (ABL)

ED 303 757 CG 021 457

CAS Standards and Guidelines for Student Services/Development Programs.

Council for the Advancement of Standards for Student Services/Development Programs.

PUB DATE- Apr 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; Counseling Services; *Postsecondary Education; Program Evaluation; School Counseling; *Standards; *Student Development; Student Needs; *Student Personnel Services; Student Personnel Workers; Student Placement

This document contains standards and guidelines for postsecondary education student services and student development programs. The stated expectations are that all institutions with minimally acceptable student services, student development programs, or professional preparation programs must be able to satisfy the Council for the Advancement of Standards for Student Services/Development Programs (CAS's) requirements; and that guidelines should be viewed as examples and suggestions that are consistent with CAS's definition of appropriate, effective professional practice or professional preparation. These topics are addressed: (1) academic advising; (2) career planning and placement; (3) college unions; (4) commuter student programs and services; (5) counseling services; (6) disabled student services; (7) fraternity and sorority advising; (8) housing and residential life programs; (9) learning assistance programs; (10) minority student programs and services; (11) recreational sports; (12) religious programs; (13) research and evaluation; (14) student activities; (15) student orientation programs; and (16) judicial programs and services. In the discussion of each of the 16 topics, the categories of mission, program, organization and administration, human resources, funding, facilities, campus and community relations, ethics, and evaluation are included. Preparation standards and guidelines at the master's degree level for student services/development professionals in postsecondary education are also included. (ABL)

ED 303 758 CG 021 458

Steward, Robbie J.; Borgers, Sherry B.
Multicultural Counseling: Knowledge Is Not Enough.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselors; *Counselor Training; Cross Cultural Studies; *Cross Cultural Training; *Empathy; Ethnic Studies; Graduate Students; Higher Education; *Knowledge Level

There is a growing awareness of a sensitivity to ethnic and cultural issues in the helping professions. For the last decade a variety of multicultural concerns have been receiving increased attention. Although there is awareness, the mental health fields have not really addressed the issues involved in the counseling of culturally diverse populations. This study examined the relationship between scores of students on The Empathy Test (TET) and the Black Intelligence Scale of Cultural Homogeneity (BITCH). Subjects were 15 female and 7 male graduate students enrolled in a non-required, cross-cultural experiential/didactic counseling course at a large Midwestern university. Students were divided into two groups (higher and lower) based upon BITCH scores. No significant difference was found in empathy scores for the two groups. These results suggest that although there was a difference in the amount of knowledge about black culture by the two groups, this did not translate into differential responses on the TET. The instructor's observations throughout the semester suggested the same; knowledge of the black culture did not guarantee that individuals would be more empathic in their responses when role playing and discussing issues. These results suggest that the addition of one didactic course on multicultural counseling to an already established curriculum is not enough to prepare professionals adequately. (ABL)

ED 303 759 CG 021 459

Geller, William W.

Staff Development to Improve Communication: Analysis and Five Programs.

PUB DATE- 18 Jan 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Higher Education; Professional Development; Program Evaluation; *Staff Development; *Student Personnel Workers

In response to the expressed need for staff development and improved communication in a college, a 2-year program series was developed. The sessions included: valuing each other; supporting each other; motivation; how to get things done; decision making; and communicating student responsibility. The major focus of the sessions was on attendees becoming more familiar with each other. An evaluation was completed by each participant at the end of each session. This provided valuable information for the design and activities of the next workshop. Each workshop was built on the previous one. Evaluations at the end of the year revealed a greater appreciation for and understanding of the work of others. There was a desire to continue for another year, and to use other campus personnel to cover specific developmental topics. At the end of the second year the staff discussed past programs. The experience had been positive. A potential program for the coming year could not be designed so that staff were pleased with it. Consequently, the staff suggested the sessions end, except for periodic social gatherings. Success of the programs were due to topics and design of the sessions parallelling staff suggestions; administrators attending sessions and providing supporting resources; a clear agenda; an upbeat feeling with attendees learning about colleagues; and a overall design promoting learning and fun. (ABL)

ED 303 760 CG 021 460

Mattox, Robert J.; Smith, Robert L.
Management Communication Training: The Need for Long-Term Effectiveness Studies.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Communication Skills; *Counselors; Human Resources; *Longitudinal Studies; *Management Development; Newspapers; *Program Effectiveness

Currently, training programs for management are an integral part of most organizations. One of the concerns about training programs has been the lack of research supporting change in management training. Recently, counselors have become involved in Human Resources Management (HRM). Organizations have been criticized for making few attempts to evaluate the effectiveness/utility of training in general. Management training studies have ignored the importance of long-term effectiveness. In this study, newspaper managers who had received no prior management training in communication skills from their employer were randomly assigned to treatment (N=18) and control (N=18) groups. Instrumentation utilized was descriptive in nature and relied on data from "describers," the direct supervisors of the participant/manager. Describers were derived from information provided by members of the treatment and control groups. After the workshop, training participants were given 4 months to incorporate their new skills into their everyday management communication behaviors and performance, or discard the principles taught in their treatment program and continue behaving and performing at their previous level. Results indicated that a trend toward improved behavioral and performance scores did take place. Improvement may have been linked directly to the management priniciples learned and practiced in the training workshop or may have been due to chance. This positive change was evident and remained constant over a long term (4 months). (Author/ABL)

ED 303 761 CG 021 461

Sadowski, Cyril J.; And Others
Structural Properties of Ability Conceptualizations in Age and Sex Stereotypes.
PUB DATE- Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Age Differences; Competence; *Evaluative Thinking; Graduate Students; Higher Education; Personality Traits; *Sex Differences; *Stereotypes; Student Attitudes; Undergraduate Students

Many important social judgments involve deciding whether a person is likely to be successful in a particular situation. The literature on stereotypes suggests that there is a differential application of conceptualizations of ability in describing age and sex groups. This study investigated the hypothesis that age and sex stereotypes are associated with conceptualizations demonstrating ability. Separate samples of 30 graduate students and 14 undergraduate students rated the characteristic age and sex associated with traits related to demonstrating ability through competence and superiority. Samples of 10 undergraduates each rated the frequency of the traits in the population, the number of occasions which allow confirming the presence of the traits, and the number of instances required to confirm that the traits characterized an individual. The results indicated that traits related to demonstrating ability through superiority were more characteristic of younger individuals and males than were traits reflecting competence. Moreover, traits related to demonstrating ability through superiority were seen as more diagnostic and more readily confirmable than traits reflecting competence. These findings suggest that demonstrating superiority would be overweighted in memory-based evaluations and would thus promote the young male stereotype of achievement. (Author/ABL)

ED 303 762 CG 021 462

Sadowski, Cyril J.; Grah, Charles R.
Confirmability and Disconfirmability of Traits Related to Conceptualizations of Achievement.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement; College Students; *Competence; Higher Education; Personality Traits; Stereotypes; *Student Attitudes
IDENTIFIERS- *Superiority

Recent discussions of achievement motivation hade introduced the notion of achievement orientations. Achievement orientations are constructs which reflect differences in defining success, standards of performance, and preferences for types of achievement tasks. This study investigated the perceived prevalence and evidence-to-inference links of traits related to conceptualizations of achievement through demonstrating competence and superiority. Traits related to demonstrating competence were rated by college students (N=45) in psychology courses as being more prevalent and requiring more instances of behavior to confirm their presence than traits related to demonstrating superiority. Significantly more evidence was perceived to be required to confirm than disconfirm the presence of traits related to demonstrating competence but not for traits related to demonstrating superiority. Some implications of these findings are that criteria related to demonstrating superiority would more likely be used in evaluations than criteria related to demonstrating competence; and demonstrations of superiority would enhance halo effects in memory-based evaluations. (Author/ABL)

Flint, Wallace
A Model for the Development of Dropout Prevention and Reattachment Services in the Schools.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association Conference (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *High Schools; *High School Students; *Models; *Secondary Education

Dropping out of school before high school graduation has re-emerged as a priority issue for professional and public debate and concern. Dropping out of school is viewed as a gradual process as the bond between student and school weakens, representing the final step that occurs after opportunities for intervention at earlier stages have been missed. This conceptual model serves as a framework for development of a comprehensive array of dropout prevention and re-attachment services. Although education agencies cannot provide all the services in the array, the model identifies major program gaps. The model consists of these seven levels: (1) increased equality of social and academic opportunity for all students; (2) supplementary services, including tutoring, assignment of a mentor, access to individualized learning labs, and professional counseling; (3) separate programs for selected students, including prevocational/vocational, job training and part-time employment, cooperative learning, and pregnant girls programs; (4) separate alternative schools emphasizing the uniqueness of students; (5) casework services by trained social caseworkers; (6) awareness and networking by using students who have dropped out in educational programs for reconnecting adults; and (7) flexible, focused programs for dropouts providing small, flexible learning centers. (A chart illustrating this model is included.) (ABL)

CS

ED 303 764 CS 009 499

Devine, Thomas G.
Teaching Reading in the Elementary School: From Theory to Practice.
REPORT NO.- ISBN-0-205-11673-6
PUB DATE- 89
NOTE- 363p.
AVAILABLE FROM- Allyn and Bacon Order Department, 200 Old Tappan Rd., Old Tappan, NJ 07675 (No. H1673, $36.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Content Area Reading; Early Reading; Elementary Education; *Elementary Schools; Reading Comprehension; *Reading Instruction; Reading Readiness; *Reading Research; *Reading Strategies; Reading Writing Relationship; Study Skills; Teaching Methods; Theory Practice Relationship

The purpose of this book on reading instruction in the elementary school is twofold: firstly, to share with colleagues some of the significant works of research and theory that suggest answers to important questions about reading instruction, and secondly, to describe specific teaching strategies implied by these answers. The book assumes that reading is a normal human activity in which children may easily engage, sees reading always within the context of the other language arts, tends to deemphasize reading skills and hierarchies of skills, and focuses more than some books on children's literature and content-area reading. After a brief preface and introduction, the 9 chapters deal with the following topics: (1) early reading; (2) reading familiar words; (3) reading unfamiliar words; (4) reading to comprehend; (5) reading stories; (6) reading in the content areas; (7) reading to study; (8) reading and the other language arts; and (9) organizing for instruction. Each of the chapters ends with an Idea Box, which presents a variety of suggested strategies for improving reading instruction, and appropriate references for further reading and study. (SR)

ED 303 765 CS 009 500

Durkin, Dolores
Teaching Them To Read. Fifth Edition.

REPORT NO.- ISBN-0-205-11706-6
PUB DATE- 89
NOTE- 532p.; For the second edition, see ED 090 501.
AVAILABLE FROM- Allyn and Bacon Order Department, 200 Old Tappan Rd., Old Tappan NJ 07675 (No. H17064, $28.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; *Beginning Reading; Childrens Literature; Content Area Reading; Context Clues; Elementary Education; *Instructional Design; Instructional Materials; Oral Reading; Phonics; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Readiness; *Reading Writing Relationship; Sight Method; Silent Reading; Structural Analysis (Linguistics); Teaching Methods

Intended for teachers and prospective teachers, the purpose of this book is to provide information about reading instruction from kindergarten through the elementary grades. Part 1 deals with "Background Information" and includes chapters on: (1) The Reading Process; (2) Silent or Oral Reading? and (3) Reading Instruction. Part 2 discusses "Reading at the Beginning" and includes chapters on (4) Readiness for Reading; and (5) Reading in the Kindergarten. Part 3, titled "Instruction: Words," covers (6) Whole Word Methodology; (7) Contexts; (8) Phonics: Content; (9) Phonics: Instruction; (10) Structural Analysis; and (11) Vocabulary Knowledge. Part 4, titled "Instruction: Connected Text," contains chapters on (12) Comprehension; (13) Basal Readers and Narrative Text; and (14) Content Subjects and Expository Text. "Reading and Writing" is the subject of Part 5, which chapter (15) titled "Reading-Writing Connections." Part 6 covers "Student's Instructional Needs," including chapters on (16) Assessing Instructional Needs; and (17) Organizing for Instructional Needs. For easier comprehension, each chapter begins with a preview and concludes with a summary. (SR)

ED 303 766 CS 009 501

Swaby, Barbara E. R.
Diagnosis and Correction of Reading Difficulties.
REPORT NO.- ISBN-0-205-11848-8
PUB DATE- 89
NOTE- 433p.
AVAILABLE FROM- Allyn and Bacon Order Department, 200 Old Tappan Rd., Old Tappan, NJ 07675 (No. H18484, $27.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; Individualized Instruction; *Reading Diagnosis; *Reading Difficulties; Reading Failure; Reading Improvement; Reading Processes; *Remedial Reading

Written for prospective and practicing teachers, this book is built on two major premises: firstly, that there are two broad categories of learners--inductive or traditional learners and noninductive or nontraditional learners; and secondly, that in order to prevent or remediate failure, all reading curricula must be modified to meet the needs of children, with daily observation of children and the continual changing of materials and instruction based on observed needs. The text has two major divisions: diagnosis and correction. The first five chapters discuss both formal and informal diagnosis, as follows: (1) A Definition of Diagnosis; (2) Correlates of Reading Failure; (3) Formal Reading Diagnosis; (4) Informal Reading Diagnosis; and (5) The Poor Reader: Child of Concern. Ensuing chapters deal with a wide variety of corrective measures, as follows: (6) Effective Instruction and Remediation; (7) Utilizing Methods of Reading Instruction; (8) Neurolinguistic Applications for Teaching Reading; (9) Remediating Skills in Comprehension; (10) Remediating Skills in Phonic Analysis; (11) Remediating Skills in Sight and Meaning Vocabulary; (12) Remediating Skills in Language; (13) Diagnostic and Remedial Instruction Models; (14) Motivating Children to Read; and (15) Linking Learning with Instruction. Five appendixes cover award winning books, high interest-low vocabulary materials, magazines for children, predictable print books, and nonfiction books and series. (SR)

ED 303 767 CS 009 502

Phillips, Linda M.
Developing and Validating Assessments of Inference Ability in Reading Comprehension. Technical Report No. 452.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 61p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Grade 6; Grade 7; Grade 8; *Inferences; Intermediate Grades; Junior High Schools; Middle Schools; Models; Protocol Analysis; *Reading Comprehension; Reading Skills; *Reading Tests; Theory Practice Relationship
IDENTIFIERS- Canada

This report describes the development and validation of the Test of Inference Ability in Reading Comprehension: a scaled-answer, multiple-choice test intended for use in Grades 6, 7, and 8. The report discusses the need for and conceptualization of assessment of inference ability; proposes standards and principles of inference appraisal; and discusses test design issues, specifically audience, kinds of discourse, topic familiarity, readability, test format, test length, and passage and item development. Five pilot studies are then presented to show test evolution, providing details of the modifications at each phase of test development. The fifth pilot study (focusing on test validation) is discussed, involving verbal reports of students' thinking as they worked through the test, and providing a reading score for the answer selected and a corresponding thinking score for a student's explanation of why that answer was chosen. Results of this fifth pilot study indicate that for 94% of the items good thinking was significantly correlated with good inference-making and poor thinking to poor inference-making. The report concludes by presenting the final data collection, analyses, results, and directions for future research. (Thirteen tables of data are included, and 98 references are attached. Two appendixes providing the reading and thinking rating scales for the test conclude the report.) (SR)

ED 303 768 CS 009 504

Robbins, Rosemary A.

Individuality and Literacy: Historical Perspective.

PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Computer Literacy; Futures (of Society); *Individualism; Interpersonal Relationship; *Literacy; *Social Change; *Technological Advancement; Western Civilization
IDENTIFIERS- *Historical Influences

The technology of literacy for any given culture helps to Determine the character of its members. In less than 3,000 years, Western culture has been transformed from an oral/aural culture through many increasingly literate phases to a present stage which is approaching "computer literacy." Erich Fromm suggests that in the course of Western civilization, the trend has been one of increasing individuation and experienced individuality. He argues that as humans have gained more freedom, they have come to feel more lonely and alienated from each other than in cultures with less freedom, where people have greater feelings of security and belonging. The social upheavals of the Renaissance and the Protestant Reformation have enlarged people's freedom, leaving them with the conflict between individuality and security. Shifts in literacy technology, such as the discovery/invention of the transposable alphabet and the development of a practical method for casting movable type, form part of the underpinning of shifts in human consciousness. What, then, are the implications of the current pre-eminence of computers in modern society? What spiritual and philosophical views might be generated as a result of "computer literacy?" Because the lag time between literacy technology shift and cultural outcome appears to be decreasing, society may soon become aware of the cultural effects of the computer revolution. (MM)

DOCUMENT RESUME

ED 303 769 CS 009 508

Myers, Jamie
You Can Encourage Your High School Student To Read.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87207-162-6
PUB DATE- 89
NOTE- 25p.; Parent Booklet No. 162.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($1.75); Parent Booklets, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 162, $1.75 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; High Schools; *High School Students; *Parent Child Relationship; Reading Materials; *Reading Skills; *Reading Strategies
IDENTIFIERS- *Reading Motivation

Part of a series designed to provide practical ideas parents can use to help children become readers, this booklet focuses on how to encourage high school students to read. The booklet describes the social needs of teenagers, general guidelines for developing purposeful reading, and specific strategies to develop purposes for reading. Under each of the different purposes some suggested activities to motivate teenagers to read are provided. A list of 10 recommended books and articles and a list of resources available from the International Reading Association are appended. (MS)

ED 303 770 CS 009 509

Lang, Deborah Odom; Lang, William Steve
Behavior Modification Revisited: Practical Application for the Reading Teacher.

PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, November 3-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; Elementary Education; Grade 2; Grade 5; Reading Attitudes; *Reading Habits; *Reading Instruction; Reading Processes; Reading Research; Teaching Methods
IDENTIFIERS- *Reading Motivation

An informal study examined the impact of a simple behavior modification procedure on the reading habits of second and fifth grade students. Behavior modification theory was pared down to two rules ("reinforce proper behavior" and "reinforce anything close to proper behavior") so that no additional burdens would be placed on reading teachers' time and budgets. Subjects, 36 fifth graders and 23 second graders, received a sticker any time they read anything for fun or work. No attempt was made to gather data on reinforcement schedules used or whether the children were being honest in their self-reports of reading. However, findings suggest that: (1) children assigned their own value to the stickers; (2) the frequency of books read increased for all subjects; (3) the children learned that there is more to the reading process than simply finding answers to textual information; (4) children internalized their reading behavior by having the desire to read on their own; and (5) children transferred the reading behavior to situations and settings other than the classroom. (RS)

ED 303 771 CS 009 510

Lang, William Steve; Brackett, Elizabeth Jane
Effects on Reading Achievement in Developmental Education: Computer Assisted Instruction and the College Student.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the South Carolina Reading Association (SCIRA) Lou Grey Council (Columbia, SC, February 14-15, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Higher Education; Instructional Effectiveness; Instructional Material Evaluation; *Reading Achievement; *Reading Instruction; *Remedial Reading
IDENTIFIERS- Nelson Denny Reading Tests; South Carolina

A study measured the effectiveness of the computerized remedial reading program at Spartanburg Methodist College (South Carolina), and scrutinized potential instruments that might be used for placement and for exiting the program. Subjects were 48 college freshmen enrolled in a remedial reading class which consisted of 60% computer assisted instruction using the "Reading Efficiency System" (RES). RES comprehension and vocabulary tests were given to place students at appropriate instructional levels, and posttests to determine whether advancement to the next level was appropriate. The Nelson-Denny Reading Test was administered during the first week of class, at mid-term, and at the end of the semester (different forms) to monitor students' reading progress. Results showed the Nelson-Denny Reading Test to be inappropriate for this purpose, as its reliability correlations (which should have been high given testing-retesting of the same persons within relatively short periods of time) were low. RES comprehension and vocabulary pre- and posttests indicated significant improvements in students' reading skills. In general, students showed a grade-level gain of one or two years, thus indicating the effectiveness of the computerized reading class in teaching vocabulary and comprehension skills. (Five tables of data are included, and 17 references are attached.) (SR)

ED 303 772 CS 009 511

Marzano, Robert J.
Policy Constraints to the Teaching of Thinking.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Critical Thinking; Curriculum Development; *Educational Change; Educational Policy; Elementary Secondary Education
IDENTIFIERS- *Curriculum Emphases; Educational Issues; Policy Implementation; *Thinking Skills

At the national level there is growing agreement that direct instruction in higher order thinking skills should be a major educational focus. The concern for teaching thinking is also reflected at the local level. To satisfy this growing awareness and perceived need, a number of programs have been developed. Given the widespread interest in teaching thinking and the increasing number of programs to satisfy that interest, it could be assumed that the incidence of direct instruction in thinking at the classroom level would be rapidly increasing. However, the implementation of thinking skills programs appears to be a slow process, with many hurdles to overcome. Barriers to the implementation of thinking skills instruction--including a narrow view of curriculum, a narrow view of assessment, and involvement of non-educator groups in pedagogical decisions--should be addressed at the policy level. A curriculum which included the teaching of thinking would necessarily have a balance among factual content objectives, metacognitive objectives, and cognitive objectives. Those in positions of authority at the local, state, and national levels should mandate that assessment techniques should not be comprised primarily of objective, quantitative measures. Instead, more holistic and qualitative measures must be legitimized within education. Finally, distinctions as to the domain of responsibility of educators versus non-educators must be established and articulated at all policy levels. (Twenty-two references are attached.) (MM)

ED 303 773 CS 009 512

Greif, Ivo P.

A Sequel to the Phonics Utility Research Series: That Candles May Be Lit and Changes Wrought in Reading Instruction.

PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Educational Assessment; Elementary Education; Grammar; *Oral Reading; *Phonics; *Pronunciation; Reading Achievement; *Reading Failure; *Reading Instruction; Reading Research; Reading Strategies; Student Evaluation; Vocabulary Development

Reading failure can be eliminated by the year 2000 if reading teachers believe it can be done, can develop the new procedures needed to make their dreams come true, and are willing to make fundamental changes in how they teach reading. Phonic utility research clearly indicates that phonics instruction is neither dependable nor useful. The current definition of reading is that pronunciation is the basic essential in reading and reading involves changing printed words to speech. Yet all would agree that reading is a part of communication, so a better definition of reading is that reading is receiving written communication. Specific requirements for teaching reading as newly defined include: (1) discontinue the use of pronunciation in instruction, evaluation, vocabulary work, and as an achievement goal; (2) teach about phonics, not phonics; (3) discontinue the use of oral reading as an assessment tool; (4) substitute story telling for oral reading; (5) develop in children a large, experience-based vocabulary which focuses on the meaning of words; (6) help children learn to identify the grammar in what they read; (7) develop ways of assessing reading which do not require oral reading; and (8) teach children how to speak the language apart from reading instruction. More money and time should be spent to develop new models, instruction to prevent failure, and to establish new goals, procedures and principles of teaching to eliminate reading failure entirely. (Twenty-four references are attached.) (RS)

ED 303 774 CS 009 513

Wright, Peggy

TLC: The Teacher-Librarian Connection.

PUB DATE- Apr 87
NOTE- 12p.; Portions of a paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; Librarians; *Library Role; Library Services; *Reading Material Selection; *Reading Teachers; *School Libraries; Teacher Role

This document consists of two bibliographies and background material on a symposium conducted by a special interest group of the International Reading Association which provides a forum for librarians and reading teachers to share professional concerns. The document includes a discussion of the formation of the special interest group and the philosophy behind its formation. The bibliography entitled "The Year of the Reader: Implications for Academia" contains 29 entries dating from 1967 to 1986 concerning the implications for teachers and librarians of the proclamation of the Year of the Reader and includes journal articles, government reports, and monographs. The bibliography entitled "TLC: The Teacher Librarian Connection" includes 26 entries dating from 1985 to 1988 concerning the professional interaction of teachers and librarians and also includes journal articles, government reports, and monographs. (RS)

ED 303 775   CS 009 514

Webre, Elizabeth C.
Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from "Children's Choice" 1975-1988.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Childhood Attitudes; *Content Area Reading; Elementary Secondary Education; Instructional Materials; Reading Interests; *Reading Material Selection
IDENTIFIERS- Book Selection Aids; *Content Area Teaching; Trade Books

This categorized 121-item annotated bibliography should prove useful to teachers in each of the content areas. The books listed are children's choices and are guaranteed to be informational and entertaining as students study math, health, science social studies, and the language arts. (RAE)

ED 303 776   CS 009 515

Betenbough, T. J., Ed.; Biggs, Shirley A., Ed.
Innovative Learning Strategies 1987-1988. Eighth Yearbook of the College Reading Improvement Special Interest Group.
International Reading Association, Newark, Del.
PUB DATE- 88
NOTE- 126p.; A product of the College Reading Improvement Special Interest Group.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Creative Teaching; Educational Research; Higher Education; *Instructional Innovation; *Learning Strategies; Models; Program Descriptions; *Reading Improvement; *Teaching Methods

This eighth yearbook of innovative learning strategies presents the following articles, grouped in three major sections. The first section, Program Models, contains: (1) "Welcome Back: Meeting the Needs of Nontraditional Students" (Kathy Carpenter); (2) "A Model Coordinated Curriculum for the First-Term Community College Learning Disabled Student" (Heidi E. Farra and M. Eileen Morelli); (3) "PLAE: An Innovative Model for Learning" (Sherrie L. Nist and others); (4) "Impact of Listening Skill Development on College Reading, Notetaking, and Study Skills" (Mary O'Hair and Sharon Wooden); and (5) "Promising Practices in Selling and Telling About the College Reading Program" (James E. Walker). The second section, Instructional Strategies, contains: (6) "Using a Weekly News Magazine to Develop Vocabulary and Cultural Literacy" (Edward J. Dwyer and Nancy Ross); (7) "Developmental Reading Professor" (Berta Parrish); (8) "Conquering Test Anxiety: A Strategy to Share with Students" (Walter Pauk); (9) "Using Directed Reading Activities to Increase Students' Receptiveness" (Keflyn X. Reed); and (10) "Using a Metacognitive-Schema Approach to Teach College Reading and Study Skills" (Alice M. Scales). The third section, Experimental Research, contains: (11) "Instrumental Enrichment Program: A Pilot Project" (Allen Greenbaum and others); and (12) "Computer and Non-Computer Instruction for College Readers" (Milford A. Jeremiah). (SR)

ED 303 777 CS 009 516

Partridge, Susan
Basal Readers or "Real Books": A Discussion.

PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basal Reading; *Childrens Literature; Educational Change; Elementary Education; Performance Factors; *Reading Instruction; Reading Skills; Student Motivation
IDENTIFIERS- Reading Behavior; Reading Motivation

The practice of using basal readers as the main source of reading instruction has become a controversial issue in recent years. Several negative aspects of this practice have been cited, including: (1) a focus on isolated skill development or abstract parts of the reading process; (2) a failure to recognize individual learning styles; and (3) a failure to emphasize reading for pleasure. Many suggestions have been offered to improve reading instructional programs, such as using "real books by real authors," adapting teacher training to current knowledge on how children learn best, and changing the current assessment of reading competence. Because of the uniqueness of students, both basals and "real books" have a place in the reading curriculum. Prospective reading teachers should have a rich background in children's books, child psychology, and reading instruction. In-service help should always be available to teachers as they try to put this knowledge into practice. (MM)

ED 303 778 CS 009 517

O'Hear, Michael F.
Personality Types and Reading Styles.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Seniors; Elementary Secondary Education; Higher Education; Personality; *Personality Traits; Reading Processes; Reading Research; *Reading Strategies
IDENTIFIERS- Myers Briggs Type Indicator; Reading Behavior

To look at the relationship of personality type to differences in reading behavior among accomplished readers, a study analyzed a reading assignment for reading strategies used. Subjects, 27 college seniors majoring in secondary education, were given the Myers-Briggs Personality Type Indicator, and were then given a reading journal activity, in which they read a difficult passage, recorded the steps they went through in gathering meaning from it, and summarized the passage. Assignments were analyzed for common strategies used by personality types as well as for strategies used by the students regardless of type. Findings suggest that personality types as determined by the Myers-Briggs Type Inventory do have some bearing on the way a person reads. While similar strategies were practiced by each group, the way these were adapted appeared related to personality type, suggesting a potentially important distinction between the ways various personality types approach the written word. (SR)

ED 303 779 CS 009 519

Miller, Leah D.; Perkins, Kyle
ESL Reading Comprehension Instruction.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Group Instruction; *Reading Comprehension; *Reading Instruction; Reading Skills; *Reading Strategies; Schemata (Cognition); Skill Development; Teaching Methods
IDENTIFIERS- Reciprocal Teaching; Summarization; Textual Analysis

Several techniques and strategies for teaching reading comprehension, which have already proved effective in first language reading instruction, may also be used when teaching English as second language. The techniques presented here address the following issues: (1) background knowledge; (2) textual analysis; (3) metacognition and strategy training; (4) academic engagement time and group instruction; (5) reciprocal teaching; and (6) summary writing. Activities for building background knowledge include providing a prereading precis and teaching passage-specific vocabulary. Story grammars and text mapping activities provide explicit instruction about underlying text structures. Reciprocal teaching is useful in teaching reading comprehension because it places the responsibility for reading comprehension on the student. These are but a few of the strategies that are effective in reading comprehension instruction. Some general guidelines to remember when teaching reading comprehension skills include defining each skill clearly and carefully; providing for interaction so students can pool ideas and experience; and using a model-guided practice-independent/practice-feedback instructional design. The majority of classroom time should be devoted to teaching comprehension skills and the subsequent application of those skills. (Four figures are included, and 26 references are appended.) (MM)

ED 303 780 CS 009 520

Albert, Elaine

HOW: A Handbook for Teaching Someone to Read, Based upon the 15th Century Hornbook.

PUB DATE- 86
NOTE- 53p.
AVAILABLE FROM- Raspberry Hill, 1929 N. Drake Rd., Kalamazoo, MI 49007 ($6.00 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Initial Teaching Alphabet; Phonemic Alphabets; *Phonics; Primary Education; *Reading Instruction; Teaching Methods
IDENTIFIERS- Reading Motivation

Intended to help children learn phonics and to learn how to use phonics, this handbook is modeled on the 15th century hornbook. The handbook is divided into three parts: (1) "What Went Wrong?"; (2) "HOW to Teach Someone to Read by Beginning with Basic Phonics"; and (3) "Special Problems." Nineteen references and a hornbook for the 20th century are appended. (MS)

ED 303 781 CS 009 521

Read, Charles
Adults Who Read Like Children: The Psycholinguistic Bases. Final Report.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 47p.
GRANT- G008710016
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Decoding (Reading); Listening Skills; Prisoners; *Psycholinguistics; Reading Comprehension; Reading Research; *Reading Skills; Short Term Memory
IDENTIFIERS- Speech Perception

A study examined basic reading skills among men in prison, comparing poor and adequate readers with respect to comprehension, decoding, short-term memory, and speech perception. Subjects, 88 inmates of normal intelligence, normal hearing, and no significant speech abnormalities, at a minimum-security prison, were given reading comprehension tests and tests of listening perception. Subjects were divided into poor readers (less than sixth grade reading level) and adequate readers (greater than sixth grade level). Results indicated that poor readers were surprisingly uniform; they differed from good ones on several cognitive and linguistic measures. Results also indicated that among poor readers, the best predictors of comprehension are decoding and short-term memory and that poor readers have a hidden deficit in that they are more affected by noise when trying to perceive familiar spoken words. Findings suggest that adult poor readers strongly resemble poor readers in elementary school in the areas of short-term memory and decoding skills. (Seven tables and 7 figures of data are included; 34 references are attached.) (RS)

ED 303 782   CS 009 522

Read, Charles
Phonological Awareness and Adult Readers. Final Report.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 18p.
GRANT- G008710016
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Beginning Reading; Decoding (Reading); Elementary Education; Phonemes; *Phonics; Reading Instruction; *Reading Skills; *Spelling
IDENTIFIERS- *Phonological Awareness; Segmentals (Phonology); Segmentation Skills

Large differences exist among individuals in their ability to process speech sounds within syllables and words, and this ability is crucial for reading and spelling alphabetically beyond a very elementary level. The conception that speech is made up of segments (phonemes) is natural to those who read and spell alphabetically, but arguably: (1) this conception is not phonetically true; (2) it does not develop spontaneously; (3) it is necessary for reading and spelling beyond an elementary level; and (4) it is part of the difficulty that some people (even some adults) have with reading and spelling. Studies of adult poor readers indicate that segmentation is important for them as well as for children. Segmental conception of speech must be taught at an early age with particular attention to those with learning difficulties, but there is no contradiction in recognizing that segmental analysis and phonics skills are critical while also recognizing that learning to read and spell proceeds in several channels at once. (Six figures are included; 34 references are attached.) (RS)

ED 303 783 CS 009 523

Haertel, Edward; And Others

Report of the NAEP Technical Review Panel on the 1986 Reading Anomaly, the Accuracy of NAEP Trends, and Issues Raised by State-Level NAEP Comparisons. Technical Report.

National Center for Education Statistics (ED), Washington, DC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-89-499
PUB DATE- Jan 89
NOTE- 250p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Trends; Elementary Secondary Education; *Mathematics Achievement; National Competency Tests; National Norms; *Reading Achievement
IDENTIFIERS- *National Assessment of Educational Progress

This technical report, the final product of the deliberations of a panel charged with an external review of the National Assessment of Educational Progress (NAEP), considers three broad issues: (1) the apparent lack of comparability between the findings of the 1984 and 1986 reading assessments (reading anomaly); (2) the accuracy of NAEP trend data, particularly in reading and mathematics, and apparent inconsistencies between NAEP trend data and those from other major tests; and (3) problems and possible solutions in the expansion of NAEP to include a state-by-state assessment. Findings indicated that the bulk of the apparent declines in 9- and 17-year-olds' reading scores was probably artifactual; that while NAEP is a better barometer of national achievement trends than any available alternative, the quality of its trend reporting could be improved considerably (three recommendations are given); and that state-level assessments should be managed by a separate program unit within the National-NAEP organization, and should be parallel to the National-NAEP in most respects. The report concludes with 13 papers (individually authored or coauthored by panel members) addressing particular issues within the charge of the panel. (SR)

ED 303 784 CS 009 524

Higher Order Thinking Skills: A Catalog of Products, Publications, and Services.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 17p.; Compiled by the Cross-Laboratory Committee on Higher Order Thinking Skills.

CONTRACT- 400-86-0007

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Catalogs; *Cognitive Processes; *Critical Thinking; Educational Resources; Elementary Secondary Education; Postsecondary Education

IDENTIFIERS- *Higher Order Learning; *Thinking Skills

Intended to inform the educational community of various resources for teaching thinking skills, this publication lists and describes 31 products, publications, and services available from the nine regional educational laboratories funded by the Office of Educational Research and Improvement, United States Department of Education. (SR)

DOCUMENT RESUME

ED 303 785 CS 009 525

Spivey, Nancy Nelson; King, James R.
Readers as Writers Composing from Sources. Technical Report No. 18.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 35p.; Study supported by an Elva Knight Research Grant from the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Grade 6; Grade 8; Grade 10; Intermediate Grades; *Reading Processes; Reading Research; *Reading Writing Relationship; Secondary Education; *Synthesis; *Writing Processes; Writing Research
IDENTIFIERS- *Discourse Synthesis

A study of discourse synthesis (readers/writers composing new texts by selecting, organizing, and connecting content from source texts) examined the performance of accomplished and less accomplished readers in the 6th, 8th, and 10th grades on a report-writing task. Over a 3-day period 60 English/language arts students wrote informational reports composed of content they selected from 3 source texts (encyclopedia articles on a single topic) as well as content they added. Text analyses revealed patterns associated with both grade level and reading ability in selecting and connecting content, since the older students and the accomplished readers included larger proportions of intertextually important content from the source texts and provided more connectivity for their readers. Analyses also revealed patterns associated with reading ability in the nature of the text structures that students used to organize clusters of content. Moreover, differences between readers were manifested on measures of task management as well as on text features, with the accomplished readers developing more elaborate written plans and spending more time on the task. The study extended research into writing as well as research into reading by focusing on a hybrid, reading-to-write task that involves both constructive processes. (Five tables of data and 6 figures are included, and 81 references are attached.) (Author/SR)

ED 303 786 CS 009 526

Moore, Phillip J.; Scevak, Jill J.

Spatial Aids and Comprehension: The Effects of Ability, Preference and Instruction.

PUB DATE- Dec 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; High School Students; Individual Differences; *Maps; Reading Ability; *Reading Comprehension; Reading Instruction; Reading Research; *Visual Aids; Visual Learning
IDENTIFIERS- Australia

To determine whether high school students can be trained to use maps more effectively, a study examined linkage of feature and event information, the role of individual differences, and the roles of reading ability and preference for dealing with visual information. Subjects were 31 16- to 17-year-old high school students. Experimental and control groups each worked for three 40-minute periods on the training text (an expository passage of 1800 words) and its three maps. In the next phase subjects were given only their maps and were asked to use the maps to recall all they could about the passage. Comprehension of the training text was assessed one week after training. Three weeks after training all subjects read the transfer text with its accompanying map and were tested for comprehension. Results indicated that it was relatively easy to train students at this level of schooling to use a visual aid more effectively to enhance comprehension. Training effects were in part modified by individual differences in ability and preference, suggesting that instruction should attempt to accommodate such factors. (Three figures are included.) (SR)

ED 303 787   CS 009 527

Cunningham, Patricia M.; And Others

Reading in Elementary Classrooms: Strategies and Observations. Second Edition.

REPORT NO.- ISBN-0-8013-0229-3
PUB DATE- 89
NOTE- 496p.
AVAILABLE FROM- Longman, Inc., 95 Church St., White Plains, NY 10601-1505 (Order Code 78007, $28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Elementary Education; *Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Strategies; *Teaching Methods; Word Recognition
IDENTIFIERS- Emergent Literacy

This book explains the most effective ways to teach children to read. Chapters in part 1 are written in traditional textbook fashion and include seven different activities which apply the material in the book to classroom practice. Chapters deal with: (1) five key ideas about reading; (2) emergent literacy; (3) teaching word identification; (4) teaching comprehension strategy lessons; (5) reading and responding to literature for children; (6) teaching reading across the curriculum; (7) diagnosis and assessment; and (8) organizing and managing effective reading instruction. Chapters in part 2 of the book follow a class from kindergarten through fifth grade at an imaginary elementary school. (RS)

ED 303 788 CS 009 529

Teaching Reading & Writing: In College, in High School, in Every Subject.

New Jersey Basic Skills Council, Trenton.

SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Higher Education; High Schools; *Minimum Competency Testing; *Reading Instruction; *Reading Skills; Teaching Methods; Test Results; Writing Across the Curriculum; *Writing Instruction; *Writing Skills
IDENTIFIERS- New Jersey College Basic Skills Placement Test; Test Content

This booklet by a committee appointed to assess the teaching implications of the Reading and Writing tests of the New Jersey College Basic Skills Placement Test (NJCBSPT) is intended to provide ways of helping teachers assist students to improve their skills in reading and writing by, in part, pinpointing the major weaknesses of students taking the NJCBSPT. The booklet is divided into five parts: (1) observations about student performance on the test; (2) conclusions based upon these observations as well as upon committee members' experience in the classroom; (3) practical recommendations for the teaching of reading and writing; (4) sample questions from the NJCBSPT and examples of student responses to a recently administered writing topic; and (5) a bibliography offering resource material for the teaching of reading and writing. (RS)

ED 303 789 CS 009 530

Roser, Nancy L.
Helping Your Child Become a Reader.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87207-161-8
PUB DATE- 89
NOTE- 21p.
CONTRACT- RI88062001
AVAILABLE FROM- Parent Booklets, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 161, $1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($1.75 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis

Products (071)
DESCRIPTORS- Beginning Reading; *Early Reading; Library Role; Oral Reading; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Primary Education; *Reading Aloud to Others; *Reading Material Selection; Television
IDENTIFIERS- Beginning Writing

This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers. Suggestions for reading to children include: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely. Other suggestions to parents for encouraging children to read include making sure children have books of their own, talking with and listening to children, giving children the opportunity to write, adult modeling of reading, using television wisely, using the library, and becoming involved at school. (RS)

ED 303 790 CS 009 535

Pinnell, Gay Su; And Others
Reading Recovery: Early Intervention for At-Risk First Graders. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 87p.
AVAILABLE FROM- Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 ($18.00 subscriber; $36.00 nonsubscribers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Grade 1; *High Risk Students; Instructional Effectiveness; Longitudinal Studies; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Strategies; Teaching Methods
IDENTIFIERS- Ohio (Columbus); *Reading Recovery

This monograph presents information about Reading Recovery, describes the latest research concerning the program, and summarizes practical experience concerning the implementation of this innovation in reading instruction. Chapter 1 presents a general description of Reading Recovery instructional procedures.

Chapter 2 contains three case studies that provide a more concrete look at how the program works with individual children and teachers. Chapter 3 discusses a longitudinal study conducted in the Columbus Public Schools to determine both the short-range and the long-range effects of Reading Recovery on a group of at-risk students. Chapter 4 describes the studies of Reading Recovery at sites throughout the state of Ohio during the years of 1985-86, 1986-87, and 198-88. Chapter 5 describes the Reading Recovery staff development component, along with studies of teacher training and development in program techniques. Chapter 6 presents suggestions for school districts or state agencies that wish to implement Reading Recovery. Thirty-three references and three appendixes containing a list of books used in Reading Recovery, a description of the alternative intervention program employed during the first year of the longitudinal study, and measures used to assess children in the Reading Recovery Program are attached. (MS)

ED 303 791 CS 009 536

Language Arts Program Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Oct 88
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Curriculum Guides; Drama; Elementary Secondary Education; Grammar; Journalism; *Literature; Phonics; *Reading; *Speech Communication; Spelling; Teaching Guides; Teaching Methods; Theater Arts; *Writing (Composition)
IDENTIFIERS- *Language across the Curriculum

Intended primarily for teachers of language arts in grades K-12, this program guide provides a framework and philosophy of language arts for all those concerned and involved with education in the public schools of Hawaii. The guide can assist schools in the building of programs that will help students become competent communicators and contributing members of society. The content of the guide is derived from effective classroom practices and from research on language learning. The guide is divided into seven sections: (1) "Overview"; (2) "Framework"; (3) "Goals and Objectives"; (4) "Language across the Curriculum"; (5) "Issues in Language Arts"; (6) "Implementation"; and (7) "Resources." One hundred twenty-six references and 2 appendixes are attached. (MS)

ED 303 792　　　　　　　　　　　　　　CS 009 538

Roeber, Jane A., Ed.
Super Summer Safari Manual: 1989 Summer Library Program. Bulletin No. 9240.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 89
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Activities; Elementary Secondary Education; Enrichment Activities; Games; *Libraries; *Library Planning; Library Role; *Library Services; Outdoor Activities; *Recreational Reading; Summer Programs; *Theater Arts
IDENTIFIERS- Wisconsin

Based on the theme, "Super Summer Safari: Make Books Your Big Game," this manual describes library activities intended to stimulate family explorations of local and regional natural environments, of urban parks, and of agricultural settings. The manual is divided into 6 sections: (1) "Planning and Promoting Programs"; (2) "Decorating the Library"; (3) "Programs and Activities"; (4) "Giveaways and Games"; (5) "Performing Artists"; and (6) "Resources." The resources section contains suggestions for selected books and films, as well as other resources, including those for the visually and hearing impaired. (MS)

ED 303 793 CS 009 539

Hepburn, Velma
A Professor's Formula for Teaching Critical Thinking.
PUB DATE- 20 Mar 89

NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Elementary Secondary Education; Instructional Effectiveness; *Models; Preservice Teacher Education; Teaching Methods
IDENTIFIERS- Thinking Skills

This paper presents a formula for writing critical thinking assignments on different academic levels which professors can use in training elementary and secondary educators and in developing critical thinkers at different academic levels. The paper includes lists of terminology, instructional materials, and assignments at various academic levels which may be combined into a variety of assignments. The paper concludes with a series of 20 brief testimonials to the efficacy of the formula. (RS)

ED 303 794 CS 009 541

Bruning, Roger; And Others
Development of Self-Efficacy and Outcome Expectancy for Reading and Writing: A Regression and Causal Modeling Approach.
PUB DATE- 5 Dec 87
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, St. Petersburg, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Multiple Regression Analysis; *Reading Achievement; Reading Writing Relationship; *Self Efficacy; Skill Development; *Writing (Composition)
IDENTIFIERS- *Outcomes Expectancy

A study explored the development of self-efficacy and outcome expectancy beliefs for reading and writing--examining specifically (1) the structure of the relationships both within reading and within writing, and the influences of writing beliefs on reading and reading beliefs on writing; and (2) the development of writing beliefs. Subjects were 606 children in grades 4, 7, and 10 from a midwestern city school system. Self-efficacy for reading and writing, outcome expectancy (contingency beliefs and causal attributions), reading achievement, and writing achievement were measured with various instruments. Multiple regression analysis of the resulting data supported previous research that has found significant relationships between self-efficacy and outcome expectancy beliefs and reading and writing. Results also suggest that beliefs about reading and writing ability become increasingly important factors in predicting reading and writing skill as children age and master skills. To be fully effective readers and writers, children must develop the positive self-efficacy and outcome expectancies necessary to effectively organize and apply the cognitive reading and writing skills they possess. (Three tables of data are included; 14 references are attached.) (SR)

ED 303 795 CS 009 545

Ediger, Marlow
Spelling in the Curriculum.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Instructional Effectiveness;
Spelling; *Spelling Instruction; Teaching Methods; Word Lists
IDENTIFIERS- *Educational Issues; Spelling Reform

Diverse issues in the spelling curriculum must be resolved. One issue in spelling involves whether students learn to spell words better from a list or within the framework of a practical learning activity. Linguists advocate that words follow a pattern in spelling, yet research studies have been used to select lists of spelling words that may have no patterns in terms of linguistic elements. The selection of spelling words from word lists versus pupil-teacher planning in spelling word selection is a related issue in spelling instruction. Other issues include: (1) use of the sight word method as compared to an emphasis on phonics; (2) intrinsic versus extrinsic means of stimulating student learning; and (3) correlation between subject areas as compared to emphasizing words from separate subjects. A variety of approaches should be utilized in providing for individual differences in spelling. (MM)

ED 303 796 CS 211 642

Frisch, Adam
The Proposal to a Small Group: Learning to "See Otherwise."
PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Class Activities; College Students; Higher Education; *Persuasive Discourse; *Writing Instruction
IDENTIFIERS- *Value Orientations; *Writing Assignments
In most traditional introductory college composition courses students are generally advised to address the teachers or some other authoritative figure as their primary audience. To supplement this traditional approach, students should also direct their discourse to audiences who are not projected as superior critics. One paper assignment that can move students in an advanced course towards a concept of peer readership is the "proposal directed at a specified small group." Students advocate a specific action to a small, carefully defined, local group that has the power to make that proposal happen. Students must name the members of the small group, and include a short rationale analyzing the probable beliefs and values of those members, based on occupational and geographical circumstances, personal interviews, local rumor, or any other kind of evidence they deem applicable. This assignment succeeds in addressing nonthreatening readerships because it is addressed to a small group rather than to an individual, and it demands that the student choose a specific value system to characterize the attitudes and beliefs of the selected group. Although many students have trouble separating the value system of their chosen audience from the values most closely associated with the thesis and content of the paper itself, the value systems approach succeeds in moving students towards a clearer sense of reader uniqueness. The assignment also helps students initiate conversation between their composing selves and their various other selves. It teaches then the important human value of "seeing otherwise." (MM)

ED 303 797 CS 211 643

Lartz, Maribeth Nelson; Mason, Jana M.

Jamie: One Child's Journey from Oral to Written Language. Technical Report No. 453.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 89

NOTE- 21p.; This paper also appears in "Early Childhood Research Quarterly," 3, 1988, p193-208.

CONTRACT- OEG-0087-C1001

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Reading; Case Studies; Early Childhood Education; *Early Reading; *Prereading Experience; Reading Readiness; Story Reading; Story Telling

IDENTIFIERS- *Story Telling by Children

To investigate what and how a child was learning about reading, a case study was conducted of one preliterate child's retelling of a story. The 5-year-old child (Jamie) heard the story in its complete form on the first session and then retold it each week for 8 weeks. The adult listener answered her questions but did not help unless asked. The sessions were audiotaped and transcripts were analyzed for changes in the quality and nature of the child's retellings. Results revealed that the child nearly doubled the amount of information she told over time and that the quality of her retelling improved dramatically. Change involved elaboration of important text elements, including initiating event, problem, and resolution; rendering of characters' remarks, explaining and interpreting story events and characters' reactions; and reading some of the actual words in the story. For the first two sessions the retellings were brief. Then the child made a shift to a storytelling approach, and during the last two sessions she shifted again, attempting to read large portions of the text. The results suggest that a child who is accustomed to storybook reading at home can use a repeated retelling activity to tell a story and eventually can render it so close to the actual text that an advance into reading may occur. (Six tables of data are included, and 24 references are attached.) (SR)

ED 303 798 CS 211 644

Crismore, Avon
Rhetorical Form, Selection, and Use of Textbooks. Technical Report No. 454.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 25p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Structures; Grade 6; Intermediate Grades; Middle Schools; Social Studies; Teacher Role; Teaching Methods; *Textbook Content; Textbook Research; *Textbook Selection; *Text Structure
IDENTIFIERS- Knowledge Acquisition; Metadiscourse; *Rhetorical Form

The purpose of this paper is to make educators, authors, and publishers aware that they must be concerned with rhetorical form as well as content if they wish to present students with accessible, useful textbooks. Using a case study of textbook perception and use in a school district's sixth grade social studies classrooms, the paper illustrates the relationships between rhetorical form, textbook use, and selection. Rhetorical form is discussed on four levels: the knowledge level; the metadiscourse level; the text level; and the disciplinary level. A criterion checklist is provided to help teachers systematize their subjective judgments about the quality of textbooks, and a range of variables to which educators, authors, and publishers need to be sensitive. Finally, the paper suggests practical activities and concrete procedures which teachers can use to influence the selection process. Five tables of data are included, and 38 references are attached. (MS)

ED 303 799 CS 211 645

Walzer, Arthur E.

The Meanings of "Purpose."

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Higher Education; Rhetoric; Textbook Evaluation; Writing Evaluation; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Context Dependence; *Purpose (Composition); Rhetorical Theory

"Purpose" is an important term in rhetorical theory and writing pedagogy. An analysis of the presentation of "purpose" in three well-regarded, theory-based textbooks ("Writing in the Liberal Arts Tradition: A Rhetoric with Readings," "Writing with a Purpose," and "Form and Surprise in Composition") suggests that "purpose" is a more complex and relative concept than is typically acknowledged. All three textbooks present radically different versions of "purpose," corresponding to three different rhetorical traditions: Classical-Poetic, Romantic, and Classical-Rhetorical. It makes more sense to think of "purpose" in writing as a relative term with meanings that vary in particular kinds of rhetorical situations. For example, in highly determined social contexts, "purpose" is the action that writers want their readers to take with respect to an exigence. On the other extreme are "free" rhetorical situations in which the audience is not specified, the exigence not given, the genre unknown--the type of writing sometimes assigned in freshman writing. Because the meaning of "purpose" is unstable, teachers should not generalize about how writers arrive at "purpose." In addition, "purpose" should always be seen as relative to the particular social situation that the writing course imagines itself serving. (MM)

DOCUMENT RESUME

ED 303 800 CS 211 646

Nakadate, Neil
Discourse Communities, Rites of Passage, and the Teaching of English: South Africa and the U.S.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Educational Philosophy; English (Second Language); Foreign Countries; *Language of Instruction; Minicourses; Minority Groups; *Minority Group Teachers; Political Attitudes; *Politics of Education; United States Literature; *Writing Instruction
IDENTIFIERS- *Politics and the English Language; Preparation of English Teachers; South Africa

What made the teaching and learning experiences of a five-week pre-freshman composition primer course for minority students and a ten-session seminar on contemporary American literature for a group of teachers of English as a second language (ESL) from black and colored schools in South Africa so radically different for the professor who taught both courses? The answers transcended any obvious ones tied to the generic differences between the courses or the relative ages of the students in them. The answers lie at the nexus of politics, pedagogy, and language, and emerged from a heightened sense of language education as a political act. The typical freshman composition course unconsciously and counterproductively serves tradition-bound notions of cultural literacy. The crucial characteristic distinguishing the seminar participants from South Africa from the American minority students was their acute awareness of the sociological conditions and terms of their participation in the educational enterprise. In deciding to be teachers of English they had to accept the great political--hence pedagogical--compromise of the South African language policy. In the context of an oppressive culture they knew what it meant to have a right to your own language but to learn another nevertheless. They were in this crucial way better prepared to teach their minority students than teachers in American institutions. (RAE)

ED 303 801 CS 211 647

Thiessen, Irmgard

The Importance of Metaphors in Fairy Tales in Promoting Egostrength Values and Well-Being.

PUB DATE- Aug 88

NOTE- 12p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; Child Psychology; *Counseling Effectiveness; *Counseling Techniques; Counseling Theories; Emotional Development; Emotional Disturbances; Folk Culture; *Metaphors; Self Concept; Tales

IDENTIFIERS- *Fairy Tales; Metaphorical Thought

For thousands of years metaphors have been used as a teaching device to help people grow, to understand, to develop ego strength, resilience and a quality of life. Each system of therapy has a set of metaphors in the form of a vocabulary. Fairy tales have messages on different levels and leave the metaphors open for interpretations. The power of the multiple meanings given to a story has an impact on the child or adult and has a therapeutic quality for the client. Therapists have used, consciously or unconsciously, parables and tales to help a client reframe and rebuild his life's misery, and the example of one young client illustrates a therapeutic technique. The fairy tale is therapeutic because the patient finds his own solution, through contemplating what the story seems to imply about himself and his inner conflicts at this moment in his life. The content of the chosen tale usually has nothing to do with the patient's external life, but much to do with his inner problems, which seem incomprehensible and hence unsolvable. Children learn value systems and develop a sense of well-being by listening to stories. Life-values, such as honesty, loyalty, self-control, politeness, patience, and caring, are implanted in the personality of the child through fairy tales. They become a motivator for good or bad behavior, promote a sense of well-being and provide resources for coping with upsets in future life. (One table of fairy tale titles and meanings is included, and 15 references are attached.) (RAE)

ED 303 802   CS 211 649

Siegel, Marjorie; Carey, Robert F.
Critical Thinking: A Semiotic Perspective. Monographs on Teaching Critical Thinking Number 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-00-4
PUB DATE- 89
NOTE- 64p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Bloomington, IN 47408 ($5.95); National Council of Teachers of English, 1111 Kenyon Rd. Urbana, IL 61801 (Stock No. 09675-3020; $5.95 member, $7.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Critical Reading; *Critical Thinking; Elementary Secondary Education; Higher Education; Logic; *Semiotics; Signs; Theory Practice Relationship
IDENTIFIERS- Dewey (John); Ennis (Robert); *Peirce (Charles S); Thinking Skills

Intended for teachers, this monograph encourages readers to consider the notion that thinking critically is a matter of reading signs, that it is the function of signs that makes reflective thinking possible. The book contains the following chapters: (1) "Beyond a Literal Reading"; (2) "Current Thinking on Critical Thinking"; (3) "The Roots of a Semiotic Perspective: C. S. Peirce and Semiosis"; (4) Critical Thinking in Semiotic Perspective: A Process of Inquiry"; (5) "The Practice of Critical Thinking"; and (6) "Classroom Contexts for Critical Thinking." Forty-nine references and an annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 303 803 CS 211 650

Fishman, Jerry
Doodlefunking.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (20th, Albuquerque, NM, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; College English; Higher Education; Student Motivation; Student Writing Models; Teaching Methods; *Writing Exercises; *Writing Instruction
IDENTIFIERS- *Similes

"Doodlefunking" is a useful method for motivating students to produce creative language products: "doodle" suggests aimless drawing directed by the unconscious while the conscious is attending to other matters, and "funking" connotes moving into a mental state in which the conscious mind is shut off while the unconscious mind is turned on. In doodlefunking, the student (or doodlefunker) creates two lists side by side on a blank sheet of paper. One is a list of common, everyday chores or problems, and the other is a list of sensual events (physical acts, sights, smells, or some combination of senses). Next, the students let their minds wander aimlessly between the two lists until a connection occurs, associating something on one list with something on the other list. The result will be a sentence that makes sense, for example: "Paying the monthly bills is like eating eight persimmons one after the other." The sentence produced is a simile that contains a bit of personal truth for the creator. (A list of student doodlefunks is attached, as well as doodlefunks which do not work well.) (MM)

ED 303 804 CS 211 653

Cianciolo, Patricia J.
Critical Thinking in the Study of Children's Literature in the Elementary Grades. Elementary Subjects Center Series No. 5.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 71p.
CONTRACT- G0098C0226
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Childrens Literature; *Critical Reading; *Critical Thinking; Educational Trends; Elementary Education; *English Instruction; *Language Arts; Reader Response
IDENTIFIERS- *Aesthetic Reading

This paper explores some alternative ways to think about critical thinking in the study of literature in the elementary grades. In a review of the research, the paper examines several factors that have shaped, or influenced, the trends in the literature curriculum over the years to determine if and how these factors influenced the teaching of critical thinking about children's literature in the elementary grades. Critical reading is defined as the application of critical thinking to the act of reading. Within this framework the paper addresses the following topics: (1) the major factors influencing the trends in the literature curriculum in the elementary grades within the past 30 years; (2) substantive research focusing on critical thinking about children's literature, selection of materials for use in the teaching of critical thinking about literature, especially the critical thinking about literature as art; and (3) literature programs originating from various sources, i.e., children's literature textbooks developed in colleges, or by state departments of education, and commercial children's literature programs. The paper argues that when literature is viewed as an art, students can study literature in its truest sense, that is, engaging in critical thinking when interpreting and evaluating it. Ninety-eight references are attached. (MS)

ED 303 805 CS 211 657

Crowhurst, Marion
The Role of Writing in Subject-Area Learning.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Content Area Writing; Higher Education; Journal Writing; *Preservice Teacher Education; Qualitative Research; Secondary Education; *Teacher Attitudes; Writing Exercises; Writing Skills
IDENTIFIERS- Language across the Curriculum; *Writing Attitudes; *Writing to Learn

A study examined the attitudes of pre-service secondary teachers toward "writing-to-learn" before and after a compulsory course on language across the curriculum. Subjects, 90 graduates of arts, sciences, social studies, music, business, and physical education programs, recorded their attitudes and understanding of writing to learn at the start of the compulsory 6-week course, developed specific applications of writing activities for their own subject areas, and reported their change in attitudes at the end of the course. The descriptive data indicated that many students had negative or limited views on the role of writing in learning, but that they readily developed ways to incorporate writing into their teaching as the course progressed. Results also indicate that almost without exception, the subjects planned to incorporate writing into their content area teaching. Findings support the conclusions that the subjects were convinced of the value of writing as a means of promoting learning and that some recognized the problems which might inhibit successful implementation of writing to learn. (Fifteen references are attached.) (RS)

ED 303 806 CS 211 658

Kearns, Richard; Bannister, Linda
The Rhetoric of Richard Mitchell: Is Literacy a Moral Condition?
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Educational Philosophy; *Illiteracy; *Literacy; *Moral Development; *Moral Values
IDENTIFIERS- Educational Issues; *Mitchell (Richard); Social Context

Richard Mitchell, the "Underground Grammarian," has been dismissed by many in the academic community as a pop-culture grammar-basher. This is unfortunate, since Mitchell has linked literacy to the capacity for moral behavior. This connection between moral capacity and literacy is often avoided by the way in which literacy is defined. In western society, literacy was a prerequisite to well-being; illiteracy was symptomatic of malaise and decline. Much of the concern about literacy stems from assumptions about its consequences: cognitive, economic, and social. Yet while these consequences can be used to organize the literature on literacy, they skirt the issue of what literacy is. Literacy has to do with meaning and the pursuit of truth, neither of which reside in texts. Literacy, then, is found in the skilled, thoughtful habits of the mind and the strengths of the heart. Just as meaning is not contained in the text on a page, literacy cannot be found in the ability to decipher those texts, but in the habits and strengths needed to create meanings and to challenge foolishness--on the page, from the lips of others, and from individuals themselves. (MM)

ED 303 807 CS 211 660

Agatucci, Cora
Empowering Students through Collaborative Learning Strategies.
PUB DATE- 17 Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Cultural Awareness; Grouping (Instructional Purposes); Higher Education; *Learning Strategies; Multicultural Education; Peer Influence; Student Centered Curriculum; Teacher Influence; Teacher Student Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- Academic Discourse Communities; *Collaborative Learning; San Diego State University CA

Collaborative learning strategies can be especially effective in empowering first-year, culturally diverse students to integrate successfully into academic culture. Programs such as San Diego University's Intensive Learning Experience (ILE) link English and study skills instruction to specific general education courses, such as Cultural Geography or History of Western Civilization, creating a supportive learning community that bridges high school and college. Student-centered classrooms, based on cooperation and community through collaborative learning, take the inherent tensions in the academy (tensions between academic and student cultures, between teachers' roles as student advocates/collaborators and as institutional authorities/evaluators, etc.) and make them productive for the student, teacher, and the institution itself. Collaborative learning strategies encourage students to play an active, meaningful role in their education, and present reading and writing as social as well as intellectual activities. One example of a collaborative learning activity is peer response or critique groups. Academic concepts become meaningful in interactions with student ideas and experiences through carefully designed work group and writing activities that value diverse contributions to this interaction. Students can establish supportive peer networks of students working together to negotiate difficult affective as well as cognitive transactions among the multiple communities in which they move. (Thirty-six references are appended.) (MM)

ED 303 808 CS 211 661

Stafford, Kim R.
The Writer/Teacher as Professional Eavesdropper.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Language Role; *Listening Habits; Personal Narratives; Teaching Methods; *Writing (Composition);

*Writing Instruction; *Writing Processes
IDENTIFIERS- Teacher Writers; Writing Assignments; Writing Strategies

Raw material for writing may be found by eavesdropping on conversations and informal speeches, and transcribing graffiti and written texts from the street. These snippets of the surrounding flow of language are recorded in notebooks and categorized, later to work their way into a variety of writings of a professional writer and teacher of writing. The hearing and recording of these language gifts is the central mission of a writer and a key invitation to writing students. Students gather their own language gifts and discuss them in class and are then invited to turn those gifts into writing. (RS)

ED 303 809 CS 211 662

Allen, Michael S.; Roswell, Barbara Sherr
Self-Evaluation in Holistic Assessment.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; Holistic Evaluation; *Self Evaluation (Individuals); Student Attitudes; *Writing Evaluation; *Writing Processes; Writing Research
IDENTIFIERS- Goucher College MD; *Process Approach (Writing); Writing Strategies

To link writing assessment more closely to writing pedagogy, a project added a process instrument--a self-evaluation or "postwrite"--to a formal holistic writing assessment. Subjects were 348 freshman composition students at Goucher College. The postwrite asked students, after they had finished writing an essay, to answer four questions regarding what problems they faced while writing the essay, what solutions they considered for these problems, what alternative plans they considered and why they rejected those plans, and what they would do if they were to continue working on the essay. Evaluation showed that students fared better on their postwrites than on their essays. Patterns in postwrite responses showed general-intention responses, general-strategy responses, task-specific-strategy responses, teacher talk, and writer's talk. Self-evaluation changes the essential meaning of writing assessment from the assessment of writing to the assessment of writers. It treats writing as a process, as a multiple construct, and elicits information that can help both teacher and learner. Self-evaluation has major effects on students, removing a wall between assessment and pedagogy by making writing assessment a learning experience, helping students to talk like writers and see themselves as writers, and placing the writing task within the greater context of writing as revision. (One graph is included; the postwrite instrument and evaluation guidelines are attached.) (SR)

ED 303 810 CS 211 663

Sommer, Robert F.
Educating Adults and Non-Traditional Students: Some Implications of the Changing Demographics in Freshman Composition.
PUB DATE- 17 Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). Study funded by a grant from the New Jersey Department of Higher Education.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Case Studies; Cognitive Ability; Comparative Analysis; Curriculum Design; *Freshman Composition; Higher Education; Learning Experience; *Nontraditional Students; Writing Skills
IDENTIFIERS- New Jersey Basic Skills Placement Test; Writing Placement Test

A case study examined how the adult student population redefines the subject of freshman composition; whether familiarity with the traditional student population makes the academic world oblivious to cognitive differences and/or separate learning needs among adult students; and whether the current pedagogy is responsive to the needs of adult students. Subjects were students of Rutgers University at Newark, 3578 traditional students enrolled at the Newark College of Arts and Sciences (NCAS), 1962 nontraditional students enrolled at University College (UC), and 444 enrolled at the College of Nursing, ranging in age from 16 years old to 65+ years of age. Entering freshmen are required to take the New Jersey Basic Skills Test (NJBST), and transfer students must take the Writing Placement Test (WPT). Scores suggest that NCAS and UC students enter Rutgers-Newark at a comparable ability level. While this may appear to be an anticlimatic finding, for Rutgers-Newark and other institutions with similar programs, it runs counter to the conventional wisdom. While NCAS students have recent--and successful--high school experiences, UC students are often quite distant from their last formal education (and for many the experience was less than successful). If ability level is the same but learning experiences differ, then nontraditional pedagogy--or andragogy--is more appropriate to this group than methods that have been targeted to a traditional age group. (Seven notes are included, and 1 appendix of evaluation questions is attached.) (RAE)

ED 303 811 CS 211 664

Feldman, Paula R.
Creativity in Biographical Writing as the Necessary Fictions of Nonfiction.
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Biographies; Higher Education; *Literary Devices; Writing (Composition); *Writing Instruction
IDENTIFIERS- Godwin (Mary); *Points of View (Writing); Shelley (Percy Bysshe); Wollstonecraft (Mary); Writing Assignments

Biographical writing is highly imaginative writing and always has been. The task of the biographer is to weave a riveting story from the fabric of the subject's life. For example, a single pivotal incident in the lives of Percy Bysshe Shelley, the English poet, and Mary Godwin, author of "Frankenstein", at the grave of Mary's mother, Mary Wollstonecraft, is given wildly disparate portrayals by both contemporary and current biographers. It is the use of fictional techniques that makes a biographical subject come alive in the mind of the reader. Biographical and autobiographical writing assignments can be designed to help students discover for themselves the subjectivity involved in writing for any particular audience and writing from any particular point of view. The teacher should encourage students to use the material of their own lives to discover how the telling of any good story, however factual, requires fictional techniques. For example, students are asked to write an account of their first date for three different audiences--their best friend, their mother, and their minister, scout leader or school principal. Or they may be asked to take out their checkbooks and imagine that in some future age they are their own biographers with only the factual information on the check stubs from which they must puzzle out and construct a life. Writing activities such as these help students better understand not only the impact of point of view and audience on writing but, where the story of a life is concerned, how much fiction is involved in both the living and the telling. (RAE)

ED 303 812 CS 211 665

Keller, Rodney D.

Continued Professional Development: Teacher Training/Retraining Workshop.

PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College English; English Departments; *Inservice Teacher Education; Part Time Faculty; *Professional Development; *Teacher Workshops; Two Year Colleges; *Writing (Composition)
IDENTIFIERS- Rhetorical Theory; Ricks College ID

Based on the premise that an English teacher needs to be a scholar, this paper outlines the benefits of rhetorical theory for the teacher, and suggests an approach for teaching theory to part- and full-time composition faculty. The major benefits, for the teacher, of learning rhetorical theory include: (1) becoming more professional; (2) improving classroom instruction; and (3) aiding the students. The paper also describes a rhetorical theory workshop at Ricks College designed to help meet the needs of the faculty. (Reading lists for workshops on 11 different topics are attached.) (RS)

ED 303 813 CS 211 666

Wresch, William
A History of Computer Analysis of Student Writing.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Computer Software; Computer Software Reviews; *Computer Uses in Education; Higher Education; Man Machine Systems; Revision (Written Composition); Writing Instruction
IDENTIFIERS- Collaborative Writing; *Computer Analysis

This history of computer text analysis of student writing while brief, is complicated by the fact that there are actually three distinct efforts underway to use the computer for such purposes. There is a certain amount of overlap among the efforts, but their intentions are different enough to warrant separate review. The first effort is toward automatic analysis of papers. In this approach, the computer is used to fully "correct" or otherwise comment on papers. The second effort creates a more cooperative relationship between the computer and writer. The computer performs a series of activities that make proofreading easier for the writer, but the writer is still in charge. The computer is a tool doing the bidding of the writer. In the third approach the computer is even less directive, and the process for revision and analysis is initiated by writers working collaboratively. The computer serves as a communication node as peers comment back and forth, reacting and revising over a period of time. Each of these approaches has evolved over time and is based on the work of people whose names and programs are generally unknown. All three approaches are still changing as the technology changes and as new ways are discovered to use effectively what the technology enables. (MM)

DOCUMENT RESUME

ED 303 814 CS 211 668

Peterson, Jane W.
High School Principals and the High School Journalism Program.
PUB DATE- Jan 89
NOTE- 22p.; Paper presented at the Association for Education in Journalism and Mass Communication Annual Midwinter Meeting (St. Petersburg, FL, January 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *High Schools; High School Students; *Journalism Education; *Principals; Questionnaires; *Student Publications; Student Rights; Value Judgment
IDENTIFIERS- Iowa; Student Administrator Relationship

A study asked selected high school principals to respond to statements about the value of high school journalism to the high school student and about the rights and responsibilities of the high school journalist. These responses were then checked against such information as whether or not the high school principal had worked on a high school publication and how the principal valued that experience. Subjects were 43 high school principals (a response rate of 67%) from communities in the central and north central sections of Iowa selected so that all the principals represented high schools where there is a certified journalism teacher. Questionnaires which covered demographics, questions about the school, the journalism program and the principals' own high school journalism background, the value of high school journalism to the high school student, and the rights and responsibilities of the student journalist (and also asked the principals to evaluate the statements on a 5-point scale) were mailed to each principal. Results indicated that years as a principal cannot be used to predict a principal's response to the rights of the student journalist; knowing whether the principal worked on a high school publication can help predict how the principal values high school journalism 20% of the time; knowing how principals rate their own high school publication experience can help predict how they value high school journalism today 16% of the time and how supportive they are of high school student rights 10% of the time. (Seventeen tables of data are included.) (RAE)

ED 303 815   CS 211 671

Lloyd-Jones, Richard, Ed.; Lunsford, Andrea A., Ed.
The English Coalition Conference: Democracy through Lanugage (Queenstown, Maryland, July 6-26, 1987).
Modern Language Association of America, New York, N.Y.; National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-1381-8
PUB DATE- 89
NOTE- 111p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 13818-015; $5.50 member, $6.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; Educational Change; Elementary Secondary Education; *English Instruction; Higher Education; *Language Arts; Literacy Education; Teacher Responsibility; Teacher Role
IDENTIFIERS- *Curriculum Emphases; *Educational Issues

Compiled from the three-week English Coalition conference of 60 leaders in the English teaching profession, this report examines the way English and the language arts are taught at all levels of education today, and the problems in society and education that interfere with learning. Conferees represented the National Council of Teachers of English (NCTE) and its constituent groups for college teachers of writing, high school English department chairs, and teacher educators; the Modern Language Association (MLA) and its affiliated Association of Departments of English; the College English Association, and the College Language Department. Areas discussed in the report include: (1) the teacher's role in the English classroom; (2) curriculum goals and emphases at all levels; (3) literacy education; and (4) recommendations for change in education. Resolutions proposed by various coalition subgroups and approved in general terms by the conference participants are also included in the report, and concern the place of media studies in the English/language arts curriculum, English as a foreign language, tracking in elementary and secondary schools, testing and assessment, teacher education and professional growth, the rights

and responsibilities of students and teachers, and current conditions for the teaching of writing in colleges and universities. The report also includes a series of concrete illustrations of the problems and practices dealt with in the resolutions, as well as bibliographies on the issues, conditions, and concepts that figure in the report. A diary of conference events and a list of participants are also included. (MM)

ED 303 816   CS 211 672

Kogen, Myra, Ed.
Writing in the Business Professions.
Association for Business Communication, Urbana, IL.; National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5900-1
PUB DATE- 89
NOTE- 313p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59001-015; $14.95 member, $18.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Correspondence; Business Education; *Business English; *Organizational Communication; Postsecondary Education; *Technical Writing; *Writing Instruction
IDENTIFIERS- Legal Writing; *Writing Contexts

Assessing the current state of writing instruction for the business world as well as promising developments of theory and practice in this expanding field, this book contains 14 articles by nationally known leaders in this teaching specialty. The first section of the book, looking at the writing process as it applies to professional writing, consists of: (1) "Rhetorical Problem Solving: Cognition and Professional Writing" (L. Flower); (2) "Arranging Business Prose" (J. Selzer); (3) "What Classical Rhetoric Has to Offer the Teacher and the Student of Business and Professional Writing" (E. Corbett); and (4) "Interactive Writing on the Job: Definitions and Implications of 'Collaboration'" (B. Couture and J. Rymer). Articles in the second section discuss writing as practiced in corporations, government, the law, and academia: (5) "Writing in Organizations" (J. Redish); (6) "Understanding the Writing Context in Organizations" (L. Driskill); (7) "The State of Legal Writing: 'Res Ipsa Loquitur'" (G. Gopen); and (8) "Writing by Academic Professionals" (D. Dietrich). The third section, on teaching professional writing, contains the following articles: (9) "Use of the Case Method in Teaching Business Communication" (J. DiGaetani); (10) "Building Ethos: Field Research in a Business Communication Course" (D. Lauerman); (11) "A Critique of the Rhetorical and Organizational World of Business Communications Texts" (B. Gallagher); and (12) "The Teaching and Practice of 'Professional Writing'" (C. Knoblauch). Articles in the final section survey professional writing programs: (13) "What's Going On in Business and Management Communication Courses" (M. Munter); and (14) "The Professional Writing Program and the English Department" (J. Brereton). (SR)

ED 303 817   CS 211 673

Dobrin, David N.
Writing and Technique.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5892-7
PUB DATE- 89
NOTE- 216p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58927-015; $14.75 member, $18.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Computer Uses in Education; Information Transfer; Outlining (Discourse); Paragraph Composition; *Technical Writing; Theory Practice Relationship; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Composition Theory; Technology Assessment

This book examines the ways that writing is taught in this age of technology. The book begins with writing about "tools" (technical writing), considers writing itself as a tool, and concludes with tools that aid writing. The aim is to study the interpenetration of writing and technology in order to determine how technology has affected writing. The book is allied with a tradition of opposition to technology and to the main thrust of composition research over the last 10 years. Writing, it is concluded, is not reducible to technology because it is an activity rooted in meaning and human relations. Chapter topics cover: (1) the technology of writing; (2) common sense in communications; (3) technical writing; (4) information transfer; (5) objectivity of technical writing; (6) audience awareness; (7) use and purpose of outlines; (8) paragraph structure; and (9) computers and the techniques of writing. A summary chart of the discussion, notes, and reference list are appended. (RS)

ED 303 818 CS 211 674

Reed, Victoria Sportelli
Effects of Correcting Errors Made in English Grammar and Usage Exercises.
PUB DATE- Jan 89
NOTE- 57p.; Master's Thesis, Augustana College.
AVAILABLE FROM- Mikkelsen Library, Augustana College, 29th and Summit Ave., Sioux Falls, SD 57197 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Covariance; *English Instruction; Grade 10; *Grammar; High Schools; *Instructional Effectiveness; Public Schools; Teaching Methods
IDENTIFIERS- *Error Correction (Language)

To test the effectiveness of using the error correction method of teaching grammar rules, a study compared two methods of teaching English grammar and usage. Average and above average sophomore English students in a Sioux Falls, South Dakota, public school examined English grammar and usage rules and worked accompanying exercises on subject-verb agreement, verb, pronoun, adjective, and adverb usage, and standard usage of commonly confused words using the text "Building English Skills: Blue Level." The control group of 18 males and 15 females discussed errors on daily exercises and used oral drill and practice to correct errors made. The experimental group of 34 males and 29 females also discussed errors but these students were required to correct each exercise error by correcting the item missed, writing the rule that was broken, and writing an original sentence using the item and the rule correctly. The dependent variables were the pretest and posttest scores. The independent variable was the teaching method. In comparing the control and experimental groups, no significant increase in proficiency was found on either the posttest total score or on any of the seven subsections of the test. Results indicated that correcting errors made in the assigned written grammar exercises might not result in significant gains in proficiency when compared to oral drill and practice. (Seven tables of data are included, and the study's normal curve, usage mastery test, and 19 references are attached.) (MM)

ED 303 819 CS 211 675

Collins, Terence

A Summary of the Learning Disabled College Writers Project at the University of Minnesota-General College.

PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Freshman Composition; Higher Education; *Learning Disabilities; *Word Processing; *Writing Difficulties; *Writing Instruction; Writing Research
IDENTIFIERS- *Learning Disabled College Writers Project; University of Minnesota Minneapolis

This report brings together data from three cycles of replication and serves as a summary of the findings of the Learning Disabled College Writers Project at University of Minnesota-General College. From July 1985 through September 1988, teachers and researchers examined the impact of microcomputer word processing on the classroom performance of learning disabled students enrolled in mainstream required freshman writing courses. Data were eventually gathered from 18 separate sections enrolling 57 subjects taught by 8 different teachers over a 3-year period. Learning disabled (LD) students were compared to non-LD students on the basis of course completion rates, course grades, change in writing apprehension, and writing fluency. Results indicated that: (1) course grade and course completion differences were minimal; (2) attitude toward writing was affected very positively among the LD group and not nearly so much among the non-LD group; and (3) fluency was improved among the LD group but did not rise to levels achieved by the non-LD group. The report concludes that the microcomputer offers some promise as an accommodation of the difficulties of some learning disabled student writers and brings the task of writing into the realm of the possible for a population facing severe disadvantages and frequent failure. (Fifteen charts and graphs are included; 17 references and a list of 15 publications arising from the project are attached.) (RS)

ED 303 820 CS 211 676

Smith, Eugene
Shaping Literacy Response through Collaborative Writing.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Computer Uses in Education; *Grouping (Instructional Purposes); Higher Education; *Literature Appreciation; Reader Response
IDENTIFIERS- Collaborative Learning; *Collaborative Writing

A teacher of an undergraduate literature course, inspired by the increasing use of collaborative writing in the workplace and by reader-response criticism, required a collaborative writing assignment in the course. A computer laboratory equipped as a local area network (LAN) was instrumental, enabling sustained, serious collaboration. Students were organized into sub-directory groups, each with three to five members. Each group was assigned a text, a completion date, and given a suggested series of 8 steps to follow. Each group came up with a product, only one of which seemed not to have been genuinely collaborative. Responses to debriefing questionnaires filled out by the 29 students in the class: (1) indicated high satisfaction with the collaborative writing experience; (2) described the roles students fulfilled in undertaking and completing the projects, suggesting that each group functioned differently; and (3) indicated that all students felt the collaborative writing activity had positively affected their involvement with and interpretation of the literary work on which it was based. (SR)

ED 303 821 CS 211 677

Kantz, Margaret
Written Rhetorical Syntheses: Processes and Products. Technical Report No. 17.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Creative Writing; Discourse Analysis; Higher Education; Models; Protocol Analysis; Rhetorical Invention; *Synthesis; Undergraduate Students; *Writing Processes; Writing Research
IDENTIFIERS- *Purpose (Composition); Rhetorical Stance; Writing Models; *Writing Tasks

When students write syntheses in response to a rhetorical task, does the rhetorical nature of the task exert some special influence on the students' composing processes? How do these processes differ? Three case studies, quantitative analyses of papers written by seventeen undergraduates, and a tentative model of a synthesizing process address these and other questions. The case studies of three students reading a packet of eight sources and writing their papers in a read-aloud, think-aloud protocol condition, illustrate striking differences in composing process and essay quality. Differences in essay quality seem less related to the differences in composing process than to decisions the writers made about how to present the source materials to the readers. Quantitative analyses of 17 essays showed that high quality was related to the presence of a high proportion of original ideas and not to relatively mechanical matters such as citing sources. Results suggest that synthesizing is a process of decisions which can be made in different combinations and different orders. Writers of the most successful essays in this study defined the problem as requiring original thought about the topic and sources, set rhetorical goals that required interpretation (not reproduction) of sources, and used their reading time to select source material and plan its use. Results also suggest that having a rhetorically structured task may have helped students to write better papers than they might have written without such guidelines. (Included are: two figures; three appendixes containing source texts, the writing task, and student essays; and 13 references.) (SR)

ED 303 822 CS 211 679

Rosebery, Ann S.; And Others
The Problem-Solving Processes of Writers and Readers. Occasional Paper No. 7.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Case Studies; Critical Reading; *Critical Thinking; Elementary Secondary Education; Higher Education; *Problem Solving; *Reader Text Relationship; Reading Processes; Reading Writing Relationship; Teaching Methods; Text Structure; Writing Instruction; *Writing Processes
IDENTIFIERS- Writing Assignments; Writing Models

While young children's problem-solving models are not as elaborate as those of older students, they share an important belief, namely, that writing and reading are fundamentally purposeful acts of communication. Focusing on the interpretation of process, in particular on writing and reading as forms of problem-solving that are shaped by communicative purpose, three sets of vignettes show students at different stages of schooling as they write and read. The first set illustrates the nature of problem-solving in skilled reading and writing processes that are held as goals for college students. The second set of vignettes places these processes in context by considering some of the factors that influence students' problem-solving as they write and read in response to typical class assignments. The third section explores the problem-solving skills that young students--children learning to write and read and adolescents expanding their writing and reading abilities--bring to their school assignments. It is critical that strategies such as summarization and self-questioning not become disconnected from the larger communicative, meaning-construction process. The critical question is how to sustain and further develop the potential evident in the problem-solving of young writers and readers. Flexibly structured opportunities for teachers and students to exchange views about both their own and professional texts provide the student with context for cultivating a deeper understanding of writing and reading as purposeful acts of communication and to transform the contexts in which writing and reading occur. (Sixty-six notes are attached.) (RAE)

ED 303 823 CS 211 684

Miller, Lori Ann

Thinking, Feeling, Intuiting and Sensing: Using the Four Psychological Functions as a Model to Empower Student Writers.

PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Style; College Students; *Grouping (Instructional Purposes); Higher Education; *Models; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Four Psychological Functions Model; Jung (Carl G); Myers Brigges Type Indicator

Writing is an act of self construction. Considering how students process information can improve the quality of instruction in composing courses, but only if quantifiable, verified models of cognitive functions are taken to heart and applied to teaching methods in the classroom. C. G. Jung's model of the four functions (thinking, sensation, intuition, and feeling), and the Myers-Briggs Type Indicator (developed to discern preferences of cognitive style of thought) are useful for two reasons: (1) the model's empowering and self-orienting descriptions of cognitive functions is richer and more complex than other cognitive functions models, and (2) the model offers a useful guide in helping students understand their writing problems in the classroom. The four functions model predicts that people will show a significant preference for certain kinds of information processing; will be predisposed to compose using certain well-developed skills and to ignore others; and will usually have predictable writing habits, both good and bad, that can be penetrated by using the Cognitive Functions Model to group and work with individual students. This model also works well in cross-cultural classrooms, since it is a westernized version of a universal metaphor for seeking "wholeness." (A model of the four functions and 27 references are attached.) (MM)

ED 303 824 CS 211 685

Parmeter, Sarah-Hope

Writing in the REAL World: Homophobia vs. Community in the Composition Classroom.

PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cultural Context; Higher Education; *Homosexuality; *Literary Styles; Literature; Teaching Methods; *Writing Instruction
IDENTIFIERS- Academic Community; *Homophobia; Homosexual Literature

If lesbian and gay students are to be moved into the classroom writing communities consciously and aggressively, in the same way other "minorities" are included, then first-person narratives are an effective starting place for their own work and as material for reading and discussion. Half of the reading selections in one composition teacher's classroom are by gay or lesbian writers, and half of those are not white. The benefits for students of addressing gay and lesbian issues include bridging the gap between their own writing and writing for school. When homosexuality is not normal in the classroom, a particular group of writers is silenced, a group whose lives are already bounded by silence on far too many sides. When this happens, students are encouraged to keep to themselves, separate from the world of academic interchange for which the classroom is supposed to be preparing them. (RS)

ED 303 825 CS 211 686

Johnsen, William A.
The Study of Literature as a Systematic Disciplinary Practice. Elementary Subjects Center Series No. 7.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 36p.
GRANT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Higher Education; Literary Criticism; *Literature; Systems Approach; Teaching Methods
IDENTIFIERS- Frye (Northrop); Human Sciences; King Lear; Literary Canon; *Literary Theory; Paideia; Rule Governed Behavior

The study of literature can be a discipline only insofar as it is capable of the systemization typical of other human sciences. The possibility of system poses two directions of research: (1) exploring what conditions make system possible; and (2) discovering what follows from the fact of system's possibility. Northrop Frye followed the second possibility. More recently, Rene Girard has staked out the first: the origin of all human system--in effect, what makes the human sciences possible. By following Frye's road not taken, the promise of his democratic paideia for all verbal culture is recovered. Literature is not constituted by building blocks called archetypes, but rather "minds" them, as it minds all other human action, but especially imitation, the most fundamental and potent action of all. The study of literature not only minds all rule-governed behavior, but is interested as well in the interference or feedback it produces in its novices, as well as the wish to "be like" other players. Finally, the infinite possibilities of all verbal culture must be reconciled to the specific historical limits and potentials of "English." University and postelementary curricula are based on a canon, even while that canon is being expanded to include the voiceless. The challenge to any model for a progressive education in literature is to unite elementary and postelementary practice across this divide between good imaginative writing and cultural monuments. The answer is to insist on a distinct knowledge base of literary studies--Shakespeare's "King Lear" is fundamental research in the shaping and misshaping of human solidarity. (Thirty-eight notes are attached.) (Author/RAE)

ED 303 826   CS 211 687

Anson, Chris M., Ed.
Writing and Response: Theory, Practice, and Research.
National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-5874-9
PUB DATE- 89
NOTE- 373p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58749-015; $11.95 member, $14.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Postsecondary Education; *Teacher Response; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- Writing Conferences

This book contains 16 articles on how teachers respond to students' writing and how they can help students evaluate their own writing and make it more effective. It encourages teachers to study their own assumptions and techniques for responding to student work, assess whether they are helping students take responsibility, and adjust their approaches to meet this goal. The articles are: (1) "Reconceiving Literacy: Language Use and Social Relations" (D. Bleich); (2) "Images of Student Writing: The Deep Structure of Teacher Response" (L. Phelps); (3) "Transactional Theory and Response to Student Writing" (R. Probst); (4) "A Horse Named Hans, a Boy Named Shawn: The Herr von Osten Theory of Response to Writing" (R. Hunt); (5) "Learning to Praise" (D. Daiker); (6) "The Use of Rogerian Reflection in Small-Group Writing Conferences" (D. Thomas and G. Thomas); (7) "Showing Students How to Assess: Demonstrating Techniques for Response in the Writing Conference" (R. Beach); (8) "Responding to Student Journals" (T. Fulwiler); (9) "The Writer's Memo: Collaboration, Response, and Development" (J. Sommers); (10) "Response in the Electronic Medium" (G. Sirc); (11) "Response to Writing as a Context for Learning to Write" (M. Nystrand and D. Brandt); (12) "The Student, the Teacher, and the Text: Negotiating Meanings through Response and Revision" (C. Onore); (13) "The Semantics of Error: What Do Teachers Know?" (S. Wall and G. Hull); (14) "A Theoretical Framework for Studying Peer Tutoring as Response" (A. Matsuhashi and others); (15) "The First Five Minutes: Setting the Agenda in a Writing Conference" (T. Newkirk); and (16) "Response Styles and Ways of Knowing" (C. Anson). (SR)

DOCUMENT RESUME

ED 303 827 CS 211 688

Batson, Trent
A Selective National Survey of ENFI Real-Time Conferencing in the Composition Classroom.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Group Discussion; Higher Education; School Surveys; Theory Practice Relationship; *Writing (Composition); Writing Laboratories; Writing Research
IDENTIFIERS- *Electronic Networks for Interaction

A survey investigated the use of Electronic Networks for Interaction (ENFI) in composition programs, an approach using group real-time conferencing on computer networks. Real-time conferencing means that a group (from 2 to 20 participants) meets via computer synchronously and communicates in writing as a group (in one large group or in smaller sub-groups), thus shifting from spoken to written communication. Nine persons using ENFI at nine institutions were interviewed. Topics surveyed included uses of the network, class size, class participation patterns, technical support, campus infrastructure, and theory to practice. Results indicated that the four most important areas mentioned in the survey are: (1) administrative concerns; (2) caveats; (3) educational impact; and (4) implications for the field. (Two figures are included; an appendix contains the survey instrument with summary comments of results.) (SR)

ED 303 828 CS 211 689

Hood, Mike
Designing an Idea-Centered Freshman Composition Program To Empower Student Writers.

PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Freshman Composition; Higher Education; Holistic Evaluation; Program Content; Program Descriptions; *Program Design; Writing Evaluation; Writing Laboratories
IDENTIFIERS- Academic Discourse; Belmont Abbey College NC; Empowerment; *Idea Centered Curriculum; Program Objectives

The idea-centered freshman composition program at Belmont Abbey College in Belmont, North Carolina, functions not only to meet the immediate needs of freshmen writers, but also to promote the aims of liberal education. The program has three interrelated goals: (1) to engage freshmen writers in "college thinking," defined as giving reasons for one's belief about serious ideas; (2) to teach students the conventions of academic discourse; and (3) to help all students achieve a minimal level of competence in doing college writing. The components of the Abbey writing program--the means employed to achieve the stated goals--include assessment, classroom instruction, and instructional support through a campus-wide writing center. Assessment is used for placement of freshmen into the appropriate English course; for diagnosis of writing problems after students have enrolled in a writing course; and for determining competency of writers after they have completed English 101. Classroom instruction, which is the core of the program, can be characterized as idea-centered because it focuses on reading, discussing, and writing about serious ideas, such as feminism, civil disobedience, and poverty. The purpose of the writing center is to provide a tutoring service for all students who need help with one or more phases of the composing process. It offers ongoing individualized writing instruction, encourages a commitment to better writing at all levels of instruction, and brings an important social dimension to learning through peer tutoring. (An English 101 placement essay, scoring guide for essay evaluation, mid-semester examination, and final examination are attached.) (MM)

Southard, Sherry G.
Institutional Politics: The Rhetoric of the Upward Bound (Interacting Successfully in Corporate Culture).
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Communication Skills; Employer Employee Relationship; Higher Education; *Informal Organization; Speech Communication
IDENTIFIERS- Communication Behavior; Communication Channels; *Corporate Culture; Professional Guidelines

Protocol involves the behavior and procedures that are proper in any discourse community, including both what is spoken or written as well as what is not spoken or written. Students need to understand what proper protocol in corporate culture involves, how it is determined by formal and informal structures, and why such protocol is important. They also need to be aware of the intricacies of official and unofficial discourse. Furthermore, if technical communication students know how complicated the informal structures and procedures of organizations can be regarding human relationships, they can proceed cautiously and fit more easily into the informal structure. As new employees, students can learn about the informal workings of the organization by observing and listening and by participating in informal conversations about topics that are related and unrelated to work. Students should therefore know about small group dynamics, nonverbal communication, and listening techniques. Protocol also involves matters of verbal communication, including formal channels of communication. Students should be aware of these channels, and should also determine the informal channels of communication that develop in the work setting. Proper protocol becomes the rhetoric of the upward bound--the rhetoric of those students who will advance in their profession. (MM)

Rafoth, Bennett A.
Speaking-Writing Courses--A Survey of Writing Program Administrators.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Communication Skills; Course Content; Higher Education; National Surveys; Program Content; School Surveys; Speech Communication; *Writing Instruction; Writing Skills
IDENTIFIERS- *Speaking Writing Relationship

A survey investigated the type and frequency of integrated speaking-writing courses or programs at college-level institutions. The purpose of the survey was to gain a sense of the extent to which courses integrate speaking and writing (where speech is valued not merely as a convenience for conducting classroom business, but as a medium for cultivating the cognitive, social, and aesthetic qualities that engender good writing); to gather sample syllabi and course materials; and to identify some of the obstacles which program administrators perceive in developing such curricula. Surveys were mailed to 498 college-level writing program administrators; the response rate was 44%. Forty percent of respondents indicated that their institutions offered courses in which at least 10% of instructional time was devoted to speaking and writing activities integrated in a deliberate, theory-based manner. Another 45% reported no such courses. The most frequent type of speaking-writing activity reported was "group discussion for invention or revision," followed by "oral presentations that also involve a writing assignment." Other common responses included peer tutorials, interviews, and reading essays aloud. (Three figures are included, and appendixes contain a brief sampling of speaking-writing courses.) (SR)

ED 303 831 CS 211 692

Simpson, Mark D.

Writing for Multiple Audiences: An Ethnographic Study.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Audience Awareness; Computers; Ethnography; Publishing Industry; *Technical Writing; Theory Practice Relationship; Writing for Publication; Writing Processes; Writing Research
IDENTIFIERS- Audience Research

A study examined how well existing audience theory fits what really happens when writers write on the job. This ethnographic study focused on the process of revising one chapter from a guide to the DOS computer operating system designed for use by novices as well as intermediate and skilled users. Preliminary findings confirmed much of audience theory, but with some qualifications. Preliminary findings indicated that, as audience theory predicted, the publisher classified its readers by skill and by professional background and that the audience for this chapter included people within the company. Implications of this study are that audience constraints on the job are more complicated than technical writing textbooks admit, and that, in industry, editors of computer documentation need more immediate and more salient information about their external audiences. (Two figures are included.) (RS)

ED 303 832 CS 211 693

Rudin, Claire
Come Spin a Yarn: The Storytelling Handbook.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-No-00-5800-81; ISBN-88315-899-x
PUB DATE- 87
NOTE- 45p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Folk Culture; Literature; *School Activities; *Story Telling
IDENTIFIERS- Contests; New York (New York); Oral Tradition; *Story Telling by Children

An outgrowth of the New York City Annual Storytelling Festival, this handbook presents a framework upon which to build a storytelling program for children. The handbook is intended to prompt additional exploration of the literature on storytelling and folklore and help start storytelling programs, contests, and festivals in schools. The handbook includes the following sections: (1) "Storytelling: The Library Connection"; (2) "Before the Contest"; (3) "Organizing a Storytelling Contest in Your School"; (4) "Launching the School Contest"; (5) "Criteria for Judging the Storytelling Contest"; (6) "Publicity and Promotion"; (7) "Teaching about Folk Literature"; (8) "Choosing a Story for Telling"; (9) "Storytelling Contest Guidelines"; and (10) "Storytelling Techniques." Seventy-five references are appended. (MS)

ED 303 833 CS 211 694

DelFattore, Joan, Ed.
Instructional Strategies for English/Language Arts: Ideas for Effective Teaching.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 87
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; *English Instruction; Instructional Development; *Language Arts; *Lesson Plans; Teaching Methods
IDENTIFIERS- Delaware

This guide contains 65 model lesson plans developed by Delaware public school English/language arts teachers for grades 1-12. Each entry in the guide lists content standards, the type(s) of activities involved in the lesson (for example, class discussion, oral reports, student writing), a description of the activity, and a selection of relevant elements of effective instruction. Appendix A lists the English/language arts standards in their entirety;

Appendix B contains material derived from the manual for Delaware's 1986-87 teacher effectiveness workshops; and Appendix C provides an annotated bibliography of research reports. (MS)

ED 303 834 CS 211 695

Drabkin, Marjorie

Handbook for English Language Arts, Grades 5-12: Language Strand. Curriculum Bulletin No. 4, 1974-75 Series.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-No-00-2060-80; ISBN-88315423-4
PUB DATE- 76
NOTE- 290p.; For Reading and Literature Handbook, see ED 020 857; for Speech and Composition Handbook, see ED 064 743. Reprinted, 1987.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Brooklyn, NY 11201 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Guides; *English Instruction; *Grammar; Intermediate Grades; *Language Arts; Secondary Education; *Semantics; *Spelling Instruction; Teaching Methods; *Vocabulary Development
IDENTIFIERS- New York (New York)

This handbook (the last in a series of six) suggests many classroom activities that are interrelated with all the other areas of the language arts, particularly reading and writing, and that encourage the use of the library media center, mass media, textbooks, and audiovisual aids. The activities are designed to help pupils gain new insights into language growth, language patterns and structure, language manipulation and effective use, as well as the significant effects of language on behavior. Important areas of semantics are presented so that teachers may help pupils refine critical thinking processes. The handbook contains chapters on grammar, semantics, vocabulary, spelling, and the history of the English language. Teacher references are included at the end of each chapter. (MS)

ED 303 835 CS 211 698

Herrmann, Andrea W.
The Participant Observer as "Insider": Researching Your Own Classroom.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Research; *Ethnography; High Schools; *Participant Observation; Research Methodology; Teacher Administrator Relationship; Teacher Student Relationship
IDENTIFIERS- Researcher Role; Students as Subjects; Teacher Researchers

Ethnography is increasingly appealing to those who want to study their own literate society and their own discourse communities. As sensitivity to the role of context in the social construction of knowledge increases, ethnography is viewed as a particularly relevant approach for research in schools and classrooms. The participant observer, who is both a member of the group and, simultaneously, its researcher, is considered the most important instrument in ethnography. The ethnographer's integrity is the most important researcher trait. As an insider, the teacher/ethnographer sees, hears, and learns more about the community than an outsider would. But, ironically, being an insider may impose constraints on the ethnographer that jeopardize the integrity of the final document. There is no room to equivocate. In order for the teacher/ethnographer to stay in control of the final written product, it may not always be wise to remain at the school. Staying on may present a difficult choice: to face unpleasant repercussions from alienated colleagues and administrators or to write a document that falls short of presenting an honest portrait made up of the study's findings. (RAE)

ED 303 836 CS 506 301

Clarke, John A.

A Procedure for Analyzing Classroom Dialogue.
PUB DATE- Dec 87
NOTE- 31p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (1st, Christchurch, New Zealand, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Communication Research; Connected Discourse; Content Analysis; *Dialogs (Language); Discourse Analysis; Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; Models; Research Methodology; Theory Practice Relationship
IDENTIFIERS- Australia; *Dialogue Analysis; Thematic Analysis

Classroom dialogue is an important influence on students' learning, making the structure and content of dialogue important research variables. An analysis of two sample classroom dialogues using the Thematic and Structural Analysis (TSA) Technique shows a positive correlation between the quality of dialogue structure and the level of student achievement. The TSA Technique overcomes the inadequacies of earlier methods of analyzing classroom language by (1) studying dialogue rather than teacher monologue; (2) eliminating the need for specifically prepared transcripts; and (3) accounting for the context of words, an element left out of other computerized analyses. The steps in using TSA Technique are: (1) divide the dialogue into cycles; (2) select substantive words; (4) produce a correlation matrix; (5) factor analyze the matrix; (6) cross-correlate the factor scores with a lag of 1; and (7) draw diagrams of both the distribution and relationship of themes across cycles and among the themes themselves. (Six tables of data and 4 figures are included; 101 references are attached.) (MHC)

ED 303 837 CS 506 528

Moran, Michael G.
Joseph Priestley and the Psychology of Style.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Foreign Countries; Imagination; Language Styles; Persuasive Discourse; Philosophy; Psychology; Rhetorical Criticism; *Rhetorical Invention; *Speech Communication
IDENTIFIERS- Aesthetics; Discourse Modes; England; Locke (John); Oratory; *Priestley (Joseph); *Rhetorical Theory; Stylistics

Joseph Priestley, in his "A Course of Lectures on Oratory and Criticism," developed a psychological theory of style. The "Course" covers three main topics: traditional rhetorical arts of invention, arrangement, and style. Borrowing from the ideas of David Hartley, the association psychologist; Joseph Addison, the aesthetician; and Adam Smith, the moralist--all of whom offer Priestley a psychology of the human mind, Priestley contributed to discussions of style in 18th century rhetoric by synthesizing and expanding upon the thought of the best thinkers of his day and by using Lockean associationism to explain stylistic effects. Priestley's rhetoric is one of the most successful attempts to base a theory of style on association psychology. By doing so, Priestley rejected the classical concepts of high, middle, and low style and replaced them with a theory that emphasized the psychological impact language can have on readers and listeners. Language becomes the medium through which an individual mind can communicate with another, and style becomes the group of techniques writers and speakers use to gain assent, which Priestley conceived of as a psychological process. (RAE)

ED 303 838 CS 506 529

Applegate, Edd
Photojournalism: The Basic Course. A Selected, Annotated Bibliography of Audio-Visual Materials.
PUB DATE- Mar 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Journalism Education; News Media; Photography; *Photojournalism; Postsecondary Education; Secondary Education

Designed to help instructors choose appropriate audio-visual materials for the basic course in photojournalism, this bibliography contains 11 annotated entries. Annotations include the name of the materials, running time, whether black-and-white or color, and names of institutions from which the materials can be secured, as well as brief descriptions of subject matter presented. (SR)

ED 303 839 CS 506 530

Andrews, Patricia Hayes
Improving Lecturing Skills: Some Insights from Speech Communication. Teaching tnd Learning at Indiana University Series.
Indiana Univ., Bloomington.
PUB DATE- Feb 89
NOTE- 6p.; Use of colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; College Faculty; *College Instruction; Communication Apprehension; Higher Education; *Lecture Method; *Public Speaking

Lecturing is essentially a form of public communication. Hence public speaking literature can be used to learn more about how to improve lecturing skills. The following objectives can help the lecturer be effective: (1) exercising/gaining control of the class; (2) highlighting major ideas; (3) setting the stage for forthcoming activities; (4) showing one's own interest and enthusiasm for the subject; and (5) providing a role model of good public communication skills. As with any teaching method, there can be pitfalls. The lecturer can try to cover too much material; fail to prepare adequately; be perceived as disorganized or unclear; inadvertently encourage student passivity; ignore student feedback; fail to formulate good examples; and display distracting or poor delivery. There are, however, several ways for people to improve as lecturers, such as acknowledging/dealing with speech anxiety; anticipating the teaching environment; planning carefully for each lecture; combining lecturing with other teaching techniques; organizing the lecture according to sound principles of speech construction; using visual aids when appropriate; delivering the lecture extemporaneously; demonstrating respect for student reactions; and seeking feedback on teaching. (MS)

ED 303 840 CS 506 531

Gliessman, David; And Others
Questions in Classrooms; Questions in the Lecture. Teaching and Learning at Indiana University Series.
Indiana Univ., Bloomington.
PUB DATE- Feb 85
NOTE- 5p.; Use of colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Cognitive Processes; Discussion (Teaching Technique); Higher Education; *Lecture Method; *Questioning Techniques; Student Participation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Rhetorical Questions

Questioning in the college classroom remains an undeveloped, unrefined skill even though there is abundant evidence that classroom questioning can be improved. Research on classroom questioning techniques at the pre-college level shows that teachers ask questions that are predominantly literal in nature. Questions that require "higher order" responses such as interpreting, reasoning, and evaluating are infrequent. Good classroom questioning should engage student thought at different levels of cognitive complexity and abstraction. A substantive step that can be taken to improve questions involves formulating questions that "signal the type of response desired." Another step is to employ questioning strategies which arrange questions in a sequence with an objective or end in view. In lectures, students typically hear three kinds of questions: rhetorical, transitional, and discussion. These questions form a continuum for students' active participation in the lecture. The rhetorical question calls for only silent involvement, the discussion question demands vocal contributions, and the transitional question can request either, depending on the teacher's plans. Properly used, each kind does its part in the lecture in fostering intellectual dialogue not only between teacher and students, but also between students and the subject. (RS)

ED 303 841 CS 506 534

Bowers, Bege K.; And Others
Guidelines for Nonsexist Communication. (Revised).
Youngstown State Univ., Ohio.
PUB DATE- Dec 88
NOTE- 21p.; Prepared by the Special Task Force on Sexism in Communication.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Environment; Guidelines; Higher Education; *Interpersonal Communication; *Language Role; *Language Usage; *Sex Bias
IDENTIFIERS- *Nonsexist Communication; Youngstown State University OH

Designed for all persons who conduct classes and for staff, administrators, and students, this booklet lays out guidelines for nonsexist communication. The booklet, intended both to raise consciousness about how sexist communication looks and sounds and to suggest nonsexist alternatives, is composed of four main sections. The first section contains the guidelines, and covers pronouns, nouns, verbs, and adjectives; how to handle sexist quotations; work-related titles; and courtesy titles. The second section offers additional guidelines for nonsexist communication in the classroom and elsewhere in the university community. Additional guidelines for nonsexist communication in visuals are dealt with in the third section; while the fourth section covers recommendations for raising awareness throughout the university community. An 8-item bibliography concludes the booklet. (SR)

ED 303 842 CS 506 537

Pearson, Judy C.
Interrelationships between Gender and Communication.
Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 87
NOTE- 7p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Problems; Females; Males; Nonverbal Communication; *Sex Bias; *Sex Differences; Social Behavior; *Verbal Communication
IDENTIFIERS- *Communication Behavior; Communication Patterns

Every day, observations and predictions are made about people's gender on the basis of their communicative behaviors and the roles individuals play in their culture. Although interest in the relationship between biological sex and communication may be traced to the beginning of this century, much of the research on gender and communication has been produced over the past 15 years. Examining the history of gender and communication reveals how these topics are related. Communication is related to gender because communication identifies roles and encourages or discourages the internalizing of predispositions that relate to masculinity and femininity. Gender also relates to communication because it influences the specific use of verbal and nonverbal codes, languages of the masculine and feminine subcultures. Two major problems account for the difficulty in effective and appropriate communication across these subcultures: (1) it is assumed that gender and sex are synonyms; and (2) perceptions of behavior are often confused with actual behavior. The dilemmas in this area can be solved if people are willing to separate their perceptions of themselves or of others from the behaviors that they or others exhibit, and if gender and sex are viewed as distinctive constructs. Sex refers to biological differences between people; gender refers to internalized predispositions about masculine and feminine roles. (Twenty-two references are attached.) (MM)

DOCUMENT RESUME

ED 303 843 CS 506 539

Aitken, Joan E.; Palmer, Rodger D.
The Use of Plants to Promote Warmth and Caring in a Business Environment.
PUB DATE- 5 Apr 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Culture Association (11th, St. Louis, MO, April 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Communication Research; Higher Education; Organizational Climate; *Ornamental Horticulture; Questionnaires; Student Attitudes; Surveys
IDENTIFIERS- Message Perception; *Plants (Botany)

To analyze the effects of nonverbal environment factors--specifically of plants--on the perceived attitudes of a visitor to a business, a survey examined the use of plants to project warmth and caring on the part of the office occupant. Subjects, 170 students in a basic communication course, completed a survey regarding feelings and opinions generated by horticultural products. Results indicated that many people attach meaning to the use of horticultural products, resulting in a positive effect on the perceived attitudes that are projected by the use of live, healthy horticultural products in a business. (Twenty references are attached.) (SR)

ED 303 844 CS 506 542

Vallin, Marlene Boyd

The Class Debate: A Project to Revitalize the Basic Course.

PUB DATE- May 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, May 4-7, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Debate; Debate Format; Higher Education; *Introductory Courses; Persuasive Discourse; *Speech Communication; Student Motivation; Student Projects
IDENTIFIERS- Speech Communication Education

Teaching the basic course in speech communication can be challenging in many ways. A class debate revitalizes the course, while offering an excellent means for evaluating learning at the end of a semester course. Proficient use of interpersonal skills is necessary to organize group members and control group discussion; sufficient knowledge of persuasion is needed to prepare an effective argument; adequate delivery skills are required to present each position; and acute listening skills are demanded for a decent counterargument. From the first step to the last, students must apply what they have learned about research and time management. This project results in a greater appreciation of reasoned discourse, since students experience first hand the fact that effective communication skills can enable constructive management of conflict. The class debate project near the end of the course can be very helpful to both the teacher and students of the basic course. (MM)

ED 303 845 EA 020 538

Leadership Development for School Improvement: National Policy and Local Practice in England and Wales.

National Development Centre for School Management Training, Bristol (England).

PUB DATE- Apr 88

NOTE- 88p.; A symposium sponsored by the Special Interest Group on Leadership Development, Training and Research presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Elementary Secondary Education; Foreign Countries; Leadership Qualities; *Leadership Training; *Management Development; *School Organization; *Staff Development

IDENTIFIERS- *United Kingdom

The five papers compiled in this report discuss several distinctive components of the National Development Center for School Management Training (NDC), particularly research and development work on school leadership, management development, and training. Titles and authors of the papers are as follows: (1) "The Role of a National Agency for the Management Development and Training of Headteachers in England and Wales" (Ray Bolam); (2) "Supporting School Management Training Provision in External Agencies" (Mike Wallace); (3) "Management Development in Local Education Authorities and Schools" (Agnes McMahon); (4) "Change by Mail? The Role of a National Development Agency in Improving the Management of Professional Development in Schools" (David Oldroyd); and (5) "Race and Gender Issues in School Management Development" (Valerie Hall). References follow each paper. Appended is a resource bank guide and publications order form for NDC materials and information. (SI)

ED 303 846 EA 020 539

Gousha, Richard P.
Collaborative Investment in Educational Leadership/Administration Preparation Programs.
PUB DATE- Aug 88
NOTE- 33p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Kalamazoo, MI, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Curriculum Design; Higher Education; Internship Programs; Management Development;

*Professional Education; Professional Training; Program Evaluation; *Specialist in Education Degrees; *Supervisor Qualifications

Recently much attention has been focused on the quality of educational leadership programs in the United States. A central issue in improving the preparation of educational leaders concerns the necessity and value of engaging in more systematic collaboration among universities (and the various units within them), departments of educational leadership within schools of education, government agencies, school districts, and professional associations. This document reviews recent literature on the subject of collaborative investment in educational leadership and administrator preparation programs. It begins by reviewing criticism of current doctoral programs in educational administration to illustrate the principal underlying weakness of the status quo: the mismatch between field experience and the culture of the academy. The next section reviews literature that focuses on the concept of competencies as an educational objective for administrator preparation programs. This is followed by a review of the multiplicity of approaches to content in educational administrator preparation programs. A survey follows of conceptual and programmatic frameworks for clinical experience, along with approaches to collaboration. The review concludes with 22 recommendations for establishing a collaborative, field-based approach to administrator education. A bibliography is included. (TE)

ED 303 847 EA 020 551

Bates, Richard

Is There a New Paradigm in Educational Administration?

PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Cultural Influences; *Educational Administration; Educational Economics; Elementary Secondary Education; Foundations of Education; Leadership; *Marxian Analysis; *Organizational Theories; *Political Socialization; Social Influences; Social Stratification

IDENTIFIERS- British Commonwealth; Deakin University (Australia)

Although Griffiths (1979) argued that the turmoil in the field of organizational theory would inevitably spill over into educational administration, presaging a paradigm shift, the professoriate in educational administration in North America has largely ignored, or reacted with hostility, to debate over the theoretical foundations of the field. This essay accordingly surveys current thinking in America and in the British Commonwealth countries on the crisis in the theoretical foundations of educational administration. Topics include a critique and reformulation of the notion of leadership, a cultural perspective on the work of schools, the problem of school evaluation, the economics of schooling, and the administration of gender in education. The essay concludes by delineating the premises of a new theory of educational administration being developed at Deakin University in Australia, based on neo-Marxian critical theory: the notion that educational administration is socially constructed and that organizational structures serve to reproduce the existing unequal social order. (TE)

ED 303 848 EA 020 565

Schwab, Richard L.; Iwanicki, Edward F.

Merit Pay: Stressor or Motivator?

PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Community Support; Elementary Secondary Education; *Merit Pay; Merit Rating; *Program Evaluation; School Districts; Staff Development; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Burnout; Teacher Employment Benefits; Teacher Evaluation; Teacher Morale; *Teacher Motivation; Teacher Salaries; *Teaching Conditions; *Work Environment
IDENTIFIERS- New Hampshire

This paper focuses on the perceptions of all administrators (N=24) and teachers (N=165) in a school district regarding the success of a merit pay program in providing a motivational climate for teachers. In 1984 a school district in New Hampshire instituted a Performance Based Salary Program (PBSP). This paper addresses the following research question: What effect has the PBSP had upon the quality of the work environment for teachers? Survey results were focused on several areas: (1) background; (2) attitudes toward teaching; (3) attitudes toward PBSP; (4) impact of the PBSP; (5) teachers' self-reported performance ratings; (6) teacher evaluation; (7) job burnout; (8) teacher job satisfaction; and (9) recommendations. Followup interviews were conducted with randomly selected teachers (N=18), administrators (N=9) and board members (N=5). Success of PBSP has contributed to teachers' personal growth as well as improved student learning. Upon analysis of the study, it is clear that teachers believe that PBSP has led to improvement in the following areas: principal involvement, staff development, classroom instruction, education quality, financial support and community confidence. Teachers believe conditions have deteriorated as a result of PBSP in the following area: principal/teacher communications; cooperation among teachers; and teacher/administrator trust. Appended are 13 references. (SI)

Education in the 1990s. A View from the Inside. Report of the Select Seminar on Excelllence in Eduation (Albany, New York, January-March 1988).

Capital Area School Development Association, Albany, NY.

PUB DATE- Oct 88
NOTE- 34p.
AVAILABLE FROM- Publications, Capital Area School Development Association, Husted 211, University at Albany, State University of New York, 135 Western Avenue, Albany, NY 12222 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Collegiality; Educational Innovation; Educational Planning; *Educational Policy; *Educational Responsibility; Elementary Secondary Education; Organizational Change; Relevance (Education); *Role of Education; Social Values; *State School District Relationship; *State Standards
IDENTIFIERS- *New York

From January through March 1988, 31 teachers and administrators from the Capital Region (Albany, New York) met with professors from the State University of New York at Albany in five full-day sessions to discuss education in New York State in the 1990's and to write a report on the results of their deliberations, including observations and recommendations related to topics selected for discussion. This report consists of four essays that reflect the thinking of teachers and administrators at the time of the discussions. In the first essay, seminar participants view the school in a social context and grapple with the problems of role and responsibility. Participants were concerned about the duality of roles: protecting the academic mission and serving the social needs of students. The second essay confronts "head-on" the disjuncture between what students are taught and what they come to discover about the world. A detailed design is presented for an innovative school to meet the needs of the learner in the 1990's. The third essay addresses the issues involved in restructuring for that "ideal" school: empowerment, defining a mission, organizational structure, and allowing both students and teachers to reach their potential. The final essay returns to a socially contextual topic: the balance between local control and maintaining state standards of excellence. (TE)

ED 303 850 EA 020 597

Adolescent Suicide Prevention Program. A Guide for Schools and Communities. Revised, February 1987.

Fairfax County Public Schools, VA. Dept. of Student Services and Special Education.

PUB DATE- 86
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Community Involvement; Elementary Secondary Education; Health Education; *Health Programs; *Mental Health; Peer Counseling; Program Development; Program Evaluation; Stress Management; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Suicide Prevention Programs

The development and implementation of an adolescent suicide prevention program at the Fairfax County Public Schools in 1982 is described. The major components of the program are described: (1) background; (2) organizing and planning; (3) resources; (4) workshops; (5) activities for students; and (6) evaluation and review. Emergency visits to mental health facilities are an essential step in creating a community safety net. A copy of the guidelines for dealing with a suicide is included. Also included is a student stress program that, while circumventing direct discussion of suicide with students, focuses on many of the factors found to be prevalent in the populations at risk. Peer counseling is another forum in which issues related to suicide may arise; an excerpt of the peer counseling curriculum is included. Appended is a 63-item bibliography. (SI)

ED 303 851 EA 020 615

Dunn, Rita; Griggs, Shirley A.
Learning Styles: Key to Improving Schools and Student Achievement.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 89
NOTE- 6p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *Educational Environment; High Schools; *Instructional Improvement; *Learning Modalities; Learning Strategies; School Effectiveness; Student Centered Curriculum; Teacher Student Relationship; Teaching Methods

Learning style is the way people concentrate on, internalize, and remember new and difficult knowledge or skills. It is composed of cognitive, motivational, and physiological elements that affect each person's ability to perceive, interact with, and respond to the learning environment. Extensive research documents the hypothesis that when students are taught through their learning strengths, they internalize more, retain it longer, and enjoy the process better than when they are taught through their weaknesses. Visits to learning styles programs in secondary schools throughout the United States revealed patterns of instruction that varied dramatically from conventional education. Learning styles instruction at the following schools is briefly described: (1) Corsicana High School, Texas; (2) Midwest High School, Wyoming; (3) Sacred Heart Academy, New York; (4) Robeson High School, Illinois; and (5) Cedar Crest High School, Pennsylvania. (MLF)

ED 303 852 EA 020 637

DeFigio, Nicholas; Zigmond, Naomi

Using a Needs Assessment Instrument To Evaluate the Impact of a Staff Development Program on the Role and Function of the Principal.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Curriculum Development; Elementary Secondary Education; Instructional Development; *Needs Assessment; Personnel Needs; *Principals; *School Districts; School Surveys; *Staff Development; Teacher Role; *Urban Education; *Urban Schools

Data from needs assessment surveys administered to building level administrators, supervisors, and classroom teachers in a large urban school district (42,000 students) before and after a major staff development initiative were analyzed. The primary focus of this study is the impact of the training effort on participants' perceptions of district needs, particularly its effect on the role and function of building administrators. The analyses showed that there had been considerable change in the perceptions of needs in the district related to curriculum and instruction, testing, and personnel evaluation. Changes were not seen, however, in the areas of staff development/inservice or in the definition of administrator and supervisor roles and responsibilities. Seven tables concerning changes in perception are appended. (SI)

ED 303 853 EA 020 638

Bull, Barry L.
The Nature of Teacher Autonomy.
PUB DATE- 88
NOTE- 61p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; Educational Philosophy; Elementary Secondary Education; Foundations of Education; *Humanistic Education; Liberalism; *Professional Autonomy; *Professional Recognition; Social Values; Teacher Responsibility; *Teacher Role; *Teaching (Occupation); Values

Many contemporary efforts to reform teaching emphasize increased professionalism and autonomy for teachers. This article examines whether, from a liberal perspective, these emphases are morally and politically legitimate. It sets forth conditions that a legitimate claim for autonomy and professional status must meet, considers the extent to which teaching satisfies those conditions, and articulates a justified concept of teacher autonomy in a liberal society. (Author)

ED 303 854 EA 020 640

Lavton, Donald H., Ed.; Scribner, Jay D., Ed.
Teaching Educational Politics and Policy. UCEA Monograph Series.
University Council for Educational Administration, Tempe, AZ.
REPORT NO.- ISBN-0-922971-04-8
PUB DATE- 89
NOTE- 100p.
AVAILABLE FROM- Publications, University Council for Educational Administration, 116 Farmer Building, Tempe AZ 85287-2211 ($4.50 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Curriculum Development; *Educational Administration; Educational Policy; Educational Research; Educational Trends; *Education Courses; Higher Education; Political Issues; *Politics of Education; Reading Materials; *Teaching Methods

Current and exemplary teaching practices in the politics of education are analyzed and documented. The booklet is comprised of five different articles: "The Politics of Education in the Curriculum of Educational Administration" (Donald H. Layton); "Teaching Politics of Education Course: Content and Topics" (Jay D. Scribner); "What Our Students Read: A Study of Readings in Politics of Education Courses" (Richard M. Englert); "The Curricula of Educational Politics and Policy: Promoting the Careers of 81 Syllabi" (Richard G. Townsend); and "Rip Van Winkle and the Politics of Education" (William Lowe Boyd). Appended are (1) a bibliography of required texts for sample syllabi of courses dealing with the politics of education; (2) illustrative case studies in educational administration; (3) a partial listing of political novels, biographies, and autobiographies; and (4) selected papers and documents produced by the Politics of Education Teaching and Research Project Investigators. (SI)

ED 303 855 EA 020 641

Etheredge, Forest D.
Reforming the Public Schools--Chicago Style!
PUB DATE- Jan 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Educational Change; Educational Improvement; Elementary Secondary Education; Open Enrollment; Parent School Relationship; Participative Decision Making; Performance Contracts; *Politics of Education; Principals; *Public Schools; School Based Management; School Choice; *School Organization; State Legislation; *State School District Relationship
IDENTIFIERS- *Chicago Public Schools IL

The month-long teacher strike in 1987 was the impetus for a wave of reform efforts directed toward the Chicago, Illinois, school system. State legislation of far-reaching reforms, the governor's vetoes, and a subsequent reconvening of the legislature resulted in a restructuring and decentralization of the school system. Many of the reforms are among the most controversial of those discussed by educators throughout the United States. Parental involvement in schools gives parents the final say in choosing and keeping principals. Principals have greater authority over hiring teachers and managing school affairs, and their accountability is ensured by renewable 4-year contracts. School improvement plans are required to emphasize goal setting and achievement rather than educational process. Educational choice will allow parents to choose the school best suited to the educational needs of their children. All public educators have a stake in what happens in Chicago schools. Local school boards must begin the process of change. Two brief comments are appended: "Does Change Equal Reform?" (Joy Rogers); and "A Mixed Bag of Reforms" (John A. Stewart). (MLF)

ED 303 856 EA 020 646

Loftus, Richard J., Jr., Ed.; And Others
Strike Manual: Related to Potential School Employee Strike Action.
Association of California School Administrators, Burlingame. Foundation for Educational Administration.
REPORT NO.- ISBN-0-943397-04-9
PUB DATE- 87
NOTE- 134p.; Prepared by the Association of California School Administrators Employer/Employee Relations Committee under the auspices of the Foundation for Educational Administration. For earlier edition, see ED 274 034.
AVAILABLE FROM- Publication Sales, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($15.00 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Board of Education Policy; Check Lists; Collective Bargaining; Elementary Secondary Education; Guidelines; Legal Responsibility; Mass Media; Morale; *Negotiation Impasses; *Personnel Management; *Policy Formation; Principals; Public Schools; School Community Relationship; School Law; Superintendents; Teacher Administrator Relationship; *Teacher Strikes; Unions
IDENTIFIERS- *California

Strikes and threats of strikes have become one of the realities of public education. School districts must be prepared to deal with strikes and the problems that they present. This manual is designed to provide a brief overview of the law relating to public employee strikes and to assist districts in adopting their own strike plans. It offers suggestions regarding the delegation of responsibilities during a strike and provides checklists that can be used by administrators to help ensure that all critical tasks have been completed. Chapter I is a review of basic legal issues presented by strikes. Chapters II through IX outline the roles and responsibilities of members of the strike team and school principals charged with the difficult task of ensuring that the district continues to provide essential services during the pendency of a strike with the least possible disruption. Chapter X outlines poststrike procedures to help bring the district back to normal. The chapters are followed by appendices containing checklists, questionnaires, agendas, news releases, and similar materials designed to facilitate the role of the administrator during a strike. (MLF)

ED 303 857 EA 020 657

Webb, L. Dean; And Others
Overcoming Sex Disequity in Educational Administration: Eliminating Persistent Barriers through the Development of an Instrument for Department Self-Assessment and a Model for Institutional Change.
University Council for Educational Administration.
REPORT NO.- ISBN-0-922971-03-X
PUB DATE- Sep 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; Change Strategies; Educational Administration; Educational Change; *Educational Discrimination; *Equal Education; Feminism; *Graduate Study; Higher Education; *Sex Bias; *Sex Discrimination; *Womens Education

The persistent barriers to women's educational equity in educational administration may be eliminated through this project, which describes the development of an instrument for department self-assessment of sex equity and a model for institutional change. The procedures for developing, testing, and disseminating the instrument for self-assessment of sex equity are provided in detail. A set of standards, grouped by major area of activity, is presented that will ensure that women receive equitable experiences during their graduate studies. Strategies for change are described in the final chapter. Appended are 22 references; a bibliography; interview questions for use in cases of perceived bias or discrimination in departmental conditions, policies, and practices; and a list of University Council for Educational Administration

member universities. (SI)

DOCUMENT RESUME

ED 303 858 EA 020 658

Griffiths, Daniel E.
Educational Administration: Reform PDQ or RIP. A UCEA Occasional Paper.
University Council for Educational Administration, Tempe, AZ.
REPORT NO.- UCEA-OP-8312
PUB DATE- 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Curriculum Design; *Educational Administration; Graduate Study; Higher Education; *Professional Education; Professional Recognition; *Schools of Education; *Specialist in Education Degrees; Theory Practice Relationship

This lecture addresses the conditions of educational administration as a profession, drawing on the speaker's experience in evaluating 37 colleges of education. The thesis is that a radical reform movement in the profession of educational administration is essential to the survival of the profession. Accordingly, the present condition of educational administration is analyzed, and several proposals are offered to improve the condition. These include: developing a bifurcated program in which administrators, professors, and researchers take their theoretical work together and then move into either a program for administrators or a program for professors and researchers; recruiting graduate students in educational administration from teachers with a demonstrated capacity for leadership; and sharing the responsibility for preparing administrators with the public schools. Next, five "strands" of a reformed educational administration curriculum are delineated: (1) the theoretical study of administration; (2) the technical core of educational administration; (3) solution of problems through applied research and the development of administrative skills; (4) involvement in supervised practice; and (5) demonstration of competence. The paper concludes with a summarized series of recommendations for upgrading the professional status of educational administration. (TE)

ED 303 859 EA 020 660

Davis, Jane Furr; And Others
On Matching Teaching Approach with Student Learning Style: Are We Asking the Right Question?
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College English; *College Freshmen; *Experiential Learning; Higher Education; *Outcomes of Education; Private Colleges; Teaching Methods
IDENTIFIERS- *Kolb (David A); *Learning Style Inventory

Experiential learning theory, as developed by David Kolb, offers a useful framework for designing courses to meet diverse learners' needs. Kolb describes learning as a two-dimensional process: grasping the experience (or taking in information) and transforming it. In early life, we are primarily engaged in acquiring information and the basic skills for effective functioning. By adolescence, we have developed certain learning preferences, or styles. Kolb developed a Learning Style Inventory identifying four styles: divergers, assimilators, convergers, and accommodators. Learning styles literature is broad, but few studies have directly addressed the relationship between instructor and student learning styles and the effect that the degree of instructor commitment to a particular mode might have on student achievement. As part of a broad spectrum outcomes assessment program, the Kolb Learning Styles Inventory was administered to all 196 entering students enrolled in freshmen English and to their 7 instructors at a small, selective southern liberal arts college. At the end of the semester, course grades were collected. Results showed no significant differences in course grade point averages among students who were matched or partially matched with, or held opposite styles to, their instructors. Further analysis indicated that student divergers, assimilators, convergers, and accommodators showed no significant differences in grade point average. Several reasons for these inconclusive results are presented, along with recommendations for further research. Included are 21 references, 3 figures, and 4 tables. (MLH)

ED 303 860 EA 020 661

Kearney, C. Philip

Value Polarities and Complementarities in American Education Policy Making: Efficiency and Choice.

PUB DATE- Apr 88

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Block Grants; Educational Objectives; *Educational Policy; *Educational Principles; *Efficiency; Elementary Secondary Education; Federal Legislation; *Policy Formation; Politics of Education; Public Policy; *School Choice; *Values

American educational policy is based on three preeminent values: equity, efficiency, and choice. The problem is that these values are often antithetical: an emphasis on one deemphasizes the others. Coming to an acceptable balance among all three values is therefore the essence of public policymaking. Accordingly, this paper takes one of these pairs--efficiency and choice--and discusses how they have been defined, how they act sometimes in harmony and sometimes in opposition, and how the interaction between them can be used to explain instances of policymaking. First, the conventional dictionary definitions of efficiency and choice are reviewed. Second, common uses of the terms are discussed, and changes in meaning over time are reviewed, specifically as these terms are used in an educational context. A discussion ensues of ways of speaking about efficiency and choice in a policymaking context. Finally, the two values are used as explanatory concepts to describe and analyze a specific instance of federal educational policy formation: the adoption and implementation of the Federal Education Block Grant. References are included. (TE)

ED 303 861 EA 020 662

Bullock, Angela; Faber, Charles F.
The Right of Privacy of Public School Employees.
PUB DATE- 9 Feb 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; *Court Litigation; Elementary Secondary Education; Employer Employee Relationship; Legal Responsibility; *Privacy; School Law; Search and Seizure; Teacher Behavior; Teacher Discipline; Teacher Responsibility; *Teacher Rights; Torts
IDENTIFIERS- Supreme Court; United States Constitution

A nationwide controversy over the right of privacy has arisen as a result of companies probing into their workers' habits and health through such means as mandatory drug tests, electronic databases, and lie detector tests. The legal claims arising from these civil suits against employers for invasion of privacy have established precedents that are now being applied to schools and their personnel. These latter cases are reviewed in this paper. It begins with a historical background on the legal right of privacy, starting with Hebrew and Roman law, and moving through European legal concepts to the United Nations covenant on human rights and the American experience from 1890 to the present. The next section discusses constitutional bases for the right of privacy, deriving from Supreme Court cases that interpret the 1st, 4th, 5th, 9th, and 14th Amendments. The following section then specifically addresses privacy concerns for educators. The tradition of the teacher as exemplar for behavior standards is first reviewed, followed by a discussion of the current view that if a teacher is to be disciplined for private conduct, there must be a connection between the act and his or her role as an effective teacher. Cases are reviewed that construe various aspects of this standard. The final section addresses four areas of future privacy concerns for educators: (1) drug testing; (2) search of employees' desks and files; (3) the use of audiotape recorders in schools; and (4) the schools and children with AIDS. The Ninth Amendment, allowing for implicit rights not explicitly recognized in the Bill of Rights, suggests that other rights may yet surface. Footnotes are included. (TE)

ED 303 862 EA 020 664

Arnove, Robert F.
Education and Revolutionary Transformation in Nicaragua.
PUB DATE- 22 Oct 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwest Association of the Latin American Studies Association (Bloomington, IN, October 22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Culture Lag; *Developing Nations; Economic Development; Educational Development; *Educational History; Educational Innovation; *Educational Policy; Elementary Secondary Education; Equal Education; *Foreign Countries; Foundations of Education; Government School Relationship; Literacy Education; Marxism; National Programs; Politics of Education; *Revolution; Social Change; Social Influences; *Socialism; Social Systems
IDENTIFIERS- *Nicaragua

Since 1979, education has had a key role in promoting social change in Nicaragua. Toward that end, the education system is expected to contribute to: (1) the formation of a "new person," a more critically conscious and participatory citizen who is motivated by collective goals; and (2) the transmission of the skills and knowledge to overcome decades of underdevelopment and set the nation on the path of self-sustaining growth. This paper is a survey of education in Nicaragua before and after the revolution that overthrew the Somoza dynasty in 1979. During the Somoza period, half the nation was illiterate with more than three-fourths of rural populations unable to read or write. Like most Latin American countries, Nicaragua under Somoza provided extensive education at public expense to urban elites, but failed to provide more minimal primary education or even basic literacy to a majority of its citizens. The new regime, despite setbacks, constraints, and challenges posed by intensified external aggression against the Sandinista regime, has nevertheless carried out a successful national literacy crusade and a followup program of popular education for newly literate adults and youths. It still remains to be seen, however, whether the newly acquired skills and knowledge will contribute substantially to increasing economic productivity, better health, more adequate housing, and effective communal action. The reconstruction of the Nicaraguan education system is only beginning. (TE)

ED 303 863 EA 020 665

Marsh, David D.
Key Factors Associated with the Effective Implementation and Impact of California's Educational Reform.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some figures and tables may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Educational Assessment; *Educational Change; *Educational Improvement; Government Role; Organizational Effectiveness; Outcomes of Education; Program Effectiveness; Public Schools; School Effectiveness; Secondary Education; State Programs; *State School District Relationship; State Standards; Statewide Planning; Success
IDENTIFIERS- *California; *California Assessment Program

This study focused on the implementation of "top-down" California state-initiated reform in secondary schools and the impact of that process on several outcomes: student academic achievement and the capacity of the organization to carry out ongoing reform. The research was part of a broader study of secondary school reform and how the reforms led to school change and school improvement. A case survey approach over one academic year and onsite visits by data collectors a small number of California secondary schools produced student, teacher, administrator, and total school organizational performance outcomes that were then ranked on a scale of 0 to 100 and compared to a similar study of California high schools prior to state-initiated reforms. The differences indicated the amount of change for the performance variables. In addition, interpretative performance categories were determined from the onsite visits. Finally, sites were clustered and compared according to their organizational capacity, defined as performance ratings based on student achievement as assessed by the California Assessment Program test (CAP). Findings indicated that reform implementation was effective due to comprehensive staff training, cooperation, and participation. In turn, the reforms led to CAP score improvements. The results suggest that "top-down" reform succeeds when reform content fits with local school districts' priorities and when schools and school districts transform the reform into their local agenda and context. (JAM)

ED 303 864 EA 020 666

Larson, John C.; Allen, Brenda A.

A Microscope on Magnet Schools, 1983-1986. Volume 2: Pupil and Parent Outcomes.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Jan 88
NOTE- 53p.; For Volume 1, see ED 300 375.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Magnet Schools; *Nontraditional Education; Parent Participation; Parent School Relationship; Racial Integration; *Racially Balanced Schools; *Student Attitudes; Student School Relationship

This report is the fifth in a series of studies on 14 elementary magnet schools in the Montgomery County Public Schools in Maryland. The focus is over a three-year period from 1983 through the 1985-86 school year. Ten of the elementary schools are from the Montgomery Blair High School area and four are in the Bethesda-Chevy Chase High School area. In addition to providing quality education, these programs are intended to improve the racial balance among schools by attracting and retaining pupils needed for racial balance. First, background and study methods are discussed. The next chapter focuses upon the findings concerning pupil attitudes and social interaction. A chapter is devoted to academic achievement discussion. Finally, parental involvement and satisfaction with the magnet schools are discussed. Appended are: (1) school sample and measures for the nonacademic analyses; (2) technical notes on the academic sample, measures, and analyses; and (3) magnet and nonmagnet school sample for parent interviews. (SI)

ED 303 865 EA 020 667

Ramsden, Paul; And Others
Students' Learning and Perceptions of Teaching: School Effectiveness Reconsidered.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Cognitive Processes; *Cognitive Style; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; *School Effectiveness; *Student Attitudes; *Teacher Effectiveness; Teaching Styles
IDENTIFIERS- *Australia (Melbourne)

This study investigated school effectiveness based on recent British and Australian advances in the understanding of student learning processes in natural settings via students' approaches to learning and their perceptions of teaching. The results were derived from a survey of 745 government school students, 380 Catholic school students, and 365 independent school students in 50 Melbourne, Australia schools. The survey had response rate of 90 percent. Correlations were drawn from scores based on instruments that tested students' "surface approach" to learning, which involves unreflective rote memorization, and "deep approach" to learning, which involves interpreting relationships between parts of subject matter; also scored were students' perceptions of teaching effectiveness. ANOVA was used to measure the association between student perceptions of their "surface" or "deep" learning strategies and their formal achievement as evaluated by standardized end-of-year subject examination results. Findings demonstrated that students who reported "deep" strategies to learning perceived the teaching in the schools they attended to be better than those students who reported "surface" strategies. Although "surface" students scored lower on the end-of-year examination than the "deep" students, the low correlation between the deep approach and formal achievement did not suggest which school learning environment was more desirable or which learning strategies augmented achievement. (JAM)

ED 303 866 EA 020 668

George, Paul S.; Stevenson, Chris
Highly Effective Interdisciplinary Teams: Perceptions of Exemplary Middle School Principals.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Cooperative Planning; Educational Cooperation; *Excellence in Education; Intermediate Grades; *Middle Schools; Parent Teacher Cooperation; *Principals; School Surveys; *Team Teaching

This study analyzed the opinions of exemplary middle school principals concerning what constitutes highly effective interdisciplinary teams. The schools that the principals represented were chosen according to the Department of Education's, Phi Delta Kappa's, and the Association for Supervision and Curriculum Development's assessment of threshold criteria dealing with academic achievement, student behavior, teacher morale, and local, state, and national reputation for excellence. Sixty-three percent or 82 out of 154 of these principals participated. Interpretative categories were gleaned from the principals' responses to a survey. The findings demonstrated that teachers who dedicate themselves to the academic and personal success of their students; work hard with students to build a feeling of unity and belonging; involve parents; and foster participative planning among students, parents, and administrators, belong to the most effective teams. Furthermore, administrators who vigorously instigate and prolong these teams actually promote their effectiveness. In addition, the results indicate that the interdisciplinary team is an essential element of effective middle level education. (JAM)

ED 303 867 EA 020 669

Raising Your Wellness Grade.

American Association of School Administrators, Arlington, Va.; American Council of Life Insurance, Washington, D.C.; Health Insurance Association of America, Washington, D.C.

REPORT NO.- ISBN-0-87652-104-9
PUB DATE- 85

NOTE- 32p.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00155; $5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Health Education; *Health Programs; Health Promotion; Life Style; Program Content; *Program Descriptions; Program Design; *Quality of Life; School Districts; Stress Management; *Well Being
IDENTIFIERS- Public Health Service; *Wellness

Through an effective wellness program, one can improve his/her lifestyle to achieve a healthy, long life. The concept of wellness is defined in the beginning of this booklet. Next, the benefits of a wellness program are noted. A section is devoted to a "healthstyle" self-test developed by the U.S. Public Health Service. Once the health-style self-test has been analyzed, the next step is to set goals for achieving wellness; a health habits worksheet developed by one school district is exemplified. A chapter is devoted to the four main areas to be included in a wellness program: exercise, nutrition, stress reduction, and health/safety awareness. The final chapter suggests branching out into the community to organize wellness support groups or programs. (SI)

ED 303 868 EA 020 671

Woodside, William S.
A Message on Managing Change.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-120-0
PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 ($1.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; Environmental Influences; *Leadership Responsibility; School Demography; Sociocultural Patterns; Superintendents

Executive committee chairman of the Primerica Corporation and chairman of the board of directors of the Institute for Educational Leadership stresses how difficult change is for all organizations and how, in the business as well as education worlds, external forces have compelled responses. The similarities and differences in the management and leadership issues facing school leaders are addressed. Three educational issues exemplify the main idea that when external challenges and pressure are particularly powerful, the adversarial relationship that often exists within institutions begins to moderate, and rapproachment that once was considered nearly impossible becomes a reality. These issues are (1) demography of the public schools; (2) effective schools research; and (3) teachers and their environment. (SI)

ED 303 869 EA 020 672

Sweeney, Jim
Tips for Improving School Climate.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-122-7
PUB DATE- 88
NOTE- 25p.
AVAILABLE FROM- Publications, American Assocation of School
Administrators, 1801 North Moore Street, Arlington, VA 22209-9988
(Stock No. 021-00212; $1.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Environment; *Educational Improvement; *Educational Philosophy; *Educational Quality; Elementary Secondary Education; Parent School Relationship; School Community Relationship; *School Organization; Student Centered Curriculum; Student School Relationship

School climate is a term used to describe how people feel about their school. The following 10 factors are described: (1) a supportive, stimulating environment; (2) student-centered; (3) positive expectations; (4) feedback; (5) rewards; (6) a sense of family; (7) closeness to parents and community; (8) communication; (9) achievement; and (10) trust. Basic steps in the climate improvement process are (1) inform and involve; (2) assess the climate; (3) set improvement goals; (4) develop a plan; and (5) implement, monitor, and evaluate the plan. Appended are 19 selected references and a list of 11 selected climate instruments. (SI)

ED 303 870 EA 020 674

Cook, William J., Jr.
Bill Cook's Strategic Planning for America's Schools.
American Association of School Administrators, Arlington, Va.

REPORT NO.- ISBN-0-87652-132-4
PUB DATE- 88
NOTE- 188p.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00235; $19.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demography; Economic Factors; *Educational Change; Educational Improvement; *Educational Philosophy; Elementary Secondary Education; Family Structure; *Leadership; Minority Groups; Older Adults; Public Schools; Values Education
IDENTIFIERS- *Strategic Planning

Leadership that plans strategically can initiate the changes most likely to improve public education. The first section of this book is an introduction focusing on the need for leadership and a statement of philosophy on educational change. The next section discusses the four kinds of change affecting public education: (1) the upheaval in the demographics of this country; (2) implications of the transition in the economic base of the United States; (3) the transformation of mainstream values; and (4) competition in the free market worldwide. The third section defines strategic planning as the total concentration of the organization's resources on mutually predetermined measurable outcomes. In the fourth section the stretegic planning discipline model is described. Lastly, an analysis of the methods and the sequence of planning activities is provided. Appended is a list of roles people play, a cost-benefit analysis guide, a job performance standards chart, and an author profile. (SI)

ED 303 871 EA 020 675

Pauker, Robert A.
Teaching Thinking and Reasoning Skills: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-112-X
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00175; $13.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Abstract Reasoning; Administrators; Boards of Education; *Cognitive Ability; *Cognitive Development; Cognitive Objectives; Cognitive Processes; *Critical Thinking; *Curriculum Development; Curriculum Evaluation; *Educational Trends; Elementary Secondary Education

This report presents the results of a study, based on 500 responses to a survey mailed to a structured sample of school administrators, on the problems and solutions of developing thinking and reasoning skills in the schools. Provided are analyses of the issue, examples of successful practices, and advice from school administrators and researchers. Eleven chapters describe the following subjects: (1) an overview: the millenarian goal; (2) the surge of interest and effort; (3) the information society; (4) pioneers and practitioners of thinking instruction; (5) background for action; (6) what cognitive scientists know and report about thinking, its processes, and skills; (7) programs; (8) success stories; (9) impact on curriculum; (10) working with the board; and (11) assessing results of thinking instruction. (SI)

ED 303 872 EA 020 676

Keough, Katherine E.
Dealing with AIDS: Breaking the Chain of Infection. A Guide for Developing an AIDS Education Program.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-126-X
PUB DATE- 88
NOTE- 44p.; Project supported by the Metropolitan Life Foundation.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Alrington, VA 22209-9988 (Stock No. 021-00216; 22209-9988 (Stock No. 021-00216; $5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Curriculum Design; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Health Education; Health Programs; Lesson Plans; Program Content; *Program Descriptions; Program Design; Program Development; Program Evaluation; *Program Guides

The purpose of this guide is to stimulate and provide a framework for local discussion concerning the need for an AIDS education program, acceptance of the integration of such a program into the district's curriculum, and agreement on its content. The first section briefly outlines some of the dimensions of this disease. The next two sections discuss the development and purposes of an AIDS education program. Next, sample criteria for evaluating the program are listed. Sample learner outcomes and sample lesson plans are also included. Appended is a glossary; a list of various resources; and sample diagrams of the sample diagrams of the immune system, the chain of infection, and breaking the chain of infection. (SI)

DOCUMENT RESUME

ED 303 873 EA 020 678

State Education Indicators, 1988.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Databases; Demography; *Educational Assessment; *Educational Policy; *Educational Quality; Elementary Secondary Education; Enrollment; Fiscal Capacity; Institutional Characteristics; Outcomes of Education; Predictor Variables; *Public Schools; State Departments of Education; State School District Relationship; *State Standards; Student Needs; Tables (Data)
IDENTIFIERS- *Educational Indicators

This compilation of tables and a brief text on the states' educational programs emphasizes demographic and fiscal background information. Public school system characteristics by state show the following: number of school districts, number enrolled, school age population estimates, percent of persons age 5-17 years in households below the poverty line, percent of minority enrollment, and public and private school enrollment. Population characteristics include per capita income, percent of adults with 4 years of high school, place of residence (central cities or rural areas), percent voting for President, percent voting for Congress, and resident population per square mile. State resources include gross state product, relative tax capacity, and a grouping of states in five categories of relative wealth. A glossary explains each table. States' educational policies and programs include length of school day and year, monitoring of engaged learning time, students' mandatory entrance and exit ages, instructional programs in kindergarten, graduation requirements, and graduation requirements in core subjects. Teacher preparation includes coursework and assessment requirements and alternative routes of teacher preparation. The final section summarizes effective schooling programs in each state and concludes with a note on future efforts to obtain state-level measures of student outcomes. (MLF)

ED 303 874 EA 020 679

Weninger, Terence A.
Twenty Years of Dissatisfaction: Policy Change as a Function of Dissatisfaction.
PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; Boards of Education; Change Agents; *Citizen Participation; *Community Attitudes; Educational Change; Elementary Secondary Education; *Governance; Local Issues; *Policy Formation; *Politics of Education; Public Schools; Voting
IDENTIFIERS- *Scottsdale Unified School District AZ

This historiographical case study of the Scottsdale School District in Arizona examined the degree to which school governance was democratic and tested the proposition that policy change at the district level occurs in response to community demands as evidenced by policymakers' Chapter 2 addresses three categories of administrative discipline policies were responsive to citizen demands was traced. The dissatisfaction theory, which holds that citizen discontent leads to episodic change as a system responds to such disgruntlement, provided the theoretical framework. The turning point election period (TPEP) indicators, such as defeated incumbents and voter turnout, reveal citizen dissatisfaction and were recorded for the years 1896 to 1986. Findings demonstrated the validity of the dissatisfaction theory. School governance is a democratic process contingent on voter satisfaction with a nonelitist responsive school board. (JAM) forms (including referral, log, and regulations), plus a questionnaire and a self-evaluative form. (SI)

ED 303 875 EA 020 681

Short, Paula M.
Planning and Developing In-School Suspension Programs. Monographs in Education Number 9.
Georgia Univ., Athens. Bureau of Educational Services.

PUB DATE- 88
NOTE- 63p.
AVAILABLE FROM- Editor, Monograph Series, Bureau of Educational Services, G-4 Aderhold Hall, College of Education, University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; *Discipline; *Discipline Policy; Discipline Problems; *In School Suspension; Institutional Characteristics; *Program Descriptions; Program Design; Program Development; Program Implementation; Punishment; *School Policy
IDENTIFIERS- *North Carolina

Background for this monograph comes from a study of in-school suspension programs conducted in schools in North Carolina. Chapter 1 focuses on the effectively disciplined school in terms of a total school perspective and the characteristics of a well-disciplined school. Chapter 2 addresses three categories of administrative discipline strategies: nonexclusion, out-of-school suspension, and inschool suspension. In Chapter 3, alternatives to out-of-school suspension and three models of inschool suspension programs are presented. Chapter 4 provides descriptions of three actual programs: punitive model, punitive/academic model, and punitive/therapeutic model. In chapter 5, issues in establishing inschool suspension programs are discussed. Chapter 6 describes the need to make decisions about location, room assignment, and personnel in the planning of inschool suspension programs. The steps to launching this program is the focus of chapter 7. Appended are eight references, nine procedure forms (including referral, log, and regulations), plus a questionnaire and a self-evaluative form. (SI)

ED 303 876 EA 020 683

Ackerman, Richard, Ed.
National Directory of Principals' Centers.
Harvard Univ., Cambridge, Mass. Graduate School of Education.; National Network of Principals' Centers.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 88
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Information Dissemination; *Information Services; Leaders Guides; *Leadership; *Principals; *Referral
IDENTIFIERS- *Principals Centers

The National Network of Principals' Centers is an organization established to foster the exchange of ideas and facilitate professional communication among the many principals' centers and leadership academies in the United States and internationally. This 1988/89 edition offers listings of colleagues in this field from over 39 states and 4 foreign countries (Australia, Canada, England, and Indonesia). Organized in alphabetical order by state, the listings include the centers' names, addresses, contact persons, and brief descriptions of the centers' purposes and program features. An addendum to the directory includes six additional references. (SI)

ED 303 877 EA 020 684

Berkan, William A.
Suicide Prevention: A Resource and Planning Guide. Bulletin No. 6517.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 124p.
AVAILABLE FROM- Publication Sales Office, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Planning; *Prevention; Program Development; *School Community Programs;

*School Community Relationship; *Self Destructive Behavior; *Suicide
IDENTIFIERS- *Adolescent Suicide; Suicide Prevention Programs; *Wisconsin

This guide, in two sections, emphasizes a community-based, school-focused collaborative approach to preventing youth suicide in Wisconsin. Cooperative school district and community agency endeavors frame the approach. The following three-part philosophy undergirds it: First, youth suicide is a community problem requiring a community solution best handled by joint school-community efforts. Second, youth suicide derives from teenager hopelessness. Third, youth suicide prevention efforts can be effectively established using existing service delivery systems. The first section defines the problem, explains program principles, describes how to plan and implement prevention programs, and clarifies the postprevention process in the aftermath of a suicide. The second section describes model suicide prevention programs around the state. (JAM)

ED 303 878 EA 020 686

McCarthy, Martha M.; Hall, Gayle C.
The Emergence of University-Based Education Policy Centers. ERIC/CEM Trends and Issues Series, Number 2.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-098-4
PUB DATE- Feb 89
NOTE- 23p.
CONTRACT- OERI-R-188062004
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Administration; *Educational Assessment; Educational Development; *Educational Policy; *Educational Trends; Higher Education; Policy Formation; School Policy

A closeup look is provided of a trend in the field of educational policy in the 1980's: the establishment of university-based centers that have a mission of providing state policymakers with nonpartisan, reliable data on education policy options. The development and characteristics of education policy centers are examined. The first section briefly describes the context out of which education policy centers have emerged to link universities and policymakers. The next section provides descriptive data on 16 university-based policy centers that are currently operational in 14 states and highlights commonalities and differences across centers as well as pitfalls that have been encountered. The final two sections address initial efforts to establish a network among these policy centers and the prognosis for such centers to serve the state policymaking community. Appended is a list of university-based education policy centers and a 47-item bibliography. (SI)

ED 303 879 EA 020 690

Collins, Cherry
An Australian Approach to Schooling: The Record, the Rewards, and the Risks.
PUB DATE- Sep 88
NOTE- 26p.; Paper presented at the Annual Joint Meeting of the Australian College of Education and the Australian Council for Educational Administration (Sydney, Australia, September 25-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Background; *Cultural Context; *Cultural Education; *Cultural Influences; Cultural Interrelationships; Cultural Isolation; Cultural Traits; Culture Conflict; *Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *Australia

This paper discusses the inclusion of Australian rather than English cultural components into an Australian-focused curriculum. Prior to World War II, English culture was accentuated in Australian education because of the country's English heritage. The conclusion that Australia has developed its own unique culture separate from that of Great Britain, especially in the postwar epoch, justifies subordinating English studies to Australian studies in public, secondary, and postsecondary curriculums. (JAM)

ED 303 880 EA 020 693

Watt, Michael G.
A System for the Exchange of Information on Instructional Materials: An Evaluation for Planned Change in Australian Education.
PUB DATE- 88
NOTE- 179p.; Requirement for Master of Educational Studies, University of Tasmania. For companion document, see EA 020 695.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Clearinghouses; Curriculum Development; Curriculum Evaluation; Decision Making; *Education Service Centers; Foreign Countries; Information Dissemination; Information Retrieval; Information Services; Information Storage; *Instructional Materials; Program Design; *Program Development
IDENTIFIERS- *Australia

This evaluation project presents a plan for a program to establish a clearinghouse for exchanging qualitative and quantitative data on instructional materials used in Australian schools. A range of elements necessary to plan a program suited to Australian requirements and conditions was investigated. Focus was on: the program's mission, capability, and setting; its management; its personnel; its coordination and balance; its research activities; its development activities; its potential for relationships with other institutions, agencies and organizations; its schedule; its facilities; its funding; and its product dissemination. The conclusion presents educational authorities with a set of recommendations for action. A bibliography, five appendices, and a glossary are included. (SI)

ED 303 881 EA 020 694

Watt, Michael G.

The Imperative for Improvement in the Quality of Instructional Materials: Critiques of the Reform Reports on American Education, 1983 to 1988.

PUB DATE- 88
NOTE- 21p.; Master of Educational Studies Project, University of Tasmania.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Higher Education; Humanities; *Instructional Improvement; Instructional Material Evaluation; *Instructional Materials
IDENTIFIERS- Australia (Tasmania)

Several reform reports on American education that focus on improving the quality of instructional materials are reviewed. This project had three aims: (1) to survey the scope of the reports emanating from the reform movement and to describe the process of their selection for review; (2) to present reviews of reports by the Paideia Group, the National Commission on Excellence in Education, E. L. Boyer's "High School: A Report on Secondary Education in America," the Education Commission of the States Task Force on Education for Economic Growth, the National Science Foundation, W. J. Bennett's "To Reclaim a Legacy: A Report on the Humanities in Higher Education," a National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools joint project to study high schools (three reports by Sizer, 1984, by Powell et al., 1985, and by Hampel, 1986), the United States Department of Education's "The Nation Responds: Recent Efforts to Improve Education," the Carnegie Forum on Education and the Economy Task Force on Teaching as a Profession report, W. J. Bennett's "First Lessons: A Report on Elementary Education in America," and W. J. Bennett's "American Education: Making it Work"; and (3) to summarize the findings of the reviews. A bibliography is included. (Author/AA)

ED 303 882 EA 020 695

Watt, Michael G.

A Report on the Practices Applied to Instructional Materials at
Service Agencies of the Education Department of Tasmania.
PUB DATE- 88
NOTE- 53p.; Requirement for Master of Educational Studies, University
of Tasmania. For companion document, see EA 020 693.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; *Education Service Centers;
Elementary Secondary Education; Foreign Countries; *Information
Centers; *Information Dissemination; Information Networks;
Instructional Development; *Instructional Materials; Resource
Materials; Staff Utilization
IDENTIFIERS- *Australia (Tasmania)

This report elaborates on nonnumerical summaries of quantitative data on practices applied to instructional materials by the staff members of 17 service agencies of the Education Department of Tasmania, Australia. The descriptions presented are based on interviews and observations made during a survey conducted between October 1987 and February 1988. Each description has two parts: an introduction and a descriptive account of the practices. The descriptive account consists of descriptions of practices applied in the sequence between development and implementation of the materials: the techniques of learner-based verification and revision; screening for adoption; descriptive analyses and evaluation; and decision-making for selection and implementation. Appended are seven references and a glossary. (SI)

ED 303 883 EA 020 696

ED 303 883 EA 020 696

Hosack-Curlin, Karen
Measuring the Effects of a Peer Coaching Project.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Effectiveness; Peer Groups; *Teacher Attitudes;

Teacher Improvement; *Teaching Methods; Urban Schools; *Writing (Composition)
IDENTIFIERS- *Peer Coaching

This paper describes a peer coaching study that was conducted in a large urban school district. Discussion focused on the training model and the means used to measure the effects of inservice training on teacher attitudes toward a writing process model. Using instruments from the Concerns Based Adoption Model (CBAM), the researcher evaluated the degree of implementation of the writing innovation and the nature of teacher concerns during implementation as recorded by teachers who participated in the study. Twelve volunteer teacher pairs were randomly assigned to treatment groups and to comparison groups which received peer coaching training for 14 weeks. However, only the the treatment group teachers were formally trained in the observation cycle--a 5-step teaching of writing sequence that included presenting, composing, revising, editing, and publishing. Descriptive statistics, ANOVA, and chi square tests were used to measure teacher implementation of writing process strategies and teacher concerns about the new teaching model during one school year. Findings demonstrated that inservice peer coaching maximizes participant learning, implementation of curriculum content, and teacher comfort with the new curriculum. The treatment group teachers demonstrated more proficient implementation of the writing process strategies in terms of quality and quantity than the comparison group. (JAM)

ED 303 884 EA 020 705

Thralls, Sharon
S.O.S.--Students Offering Service.
PUB DATE- Feb 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; *Experiential Learning; High Schools; High School Students; *Nontraditional Education; Student Volunteers; *Volunteer Training; *Work Experience
IDENTIFIERS- *Pasadena Unified School District CA; *Students Offering Service

This newsletter describes the features and cites potential obstacles to implementation of high school student community volunteer services for credit programs. Specifically, it documents the genesis of the Students Offering Service (SOS) in the Pasadena (California) Unified School District for the purpose of demonstrating the importance of such programs. Students enroll for credit, attend two hours of class time per week with a curriculum designed to enhance what they learn from their volunteer experience, and contribute their special talents to some avenue of community service. Input to the curriculum comes from many of the district's publics. A grocery store underwrites the costs of the pilot program; the Junior League of Pasadena funds a trainer; Pasadena civic and business groups develop a resource book listing service opportunities for students; the Pasadena Board of Education contributes administrative supervision, office space and materials, and clerical support services; and a community leader volunteers to direct the program. Moreover, supervising teachers in the schools direct classroom instruction, present the curriculum, counsel students, maintain records, evaluate student progress, and foster good public relations with the district's varied constituencies. Similar programs exist in Atlanta (Georgia), Pittsburg (Pennsylvania), Washington (District of Columbia), Charlotte (North Carolina), and Salt Lake City (Utah). Isolated schools distant from businesses, housing projects, parks, and hospitals and administrative opposition to the nontraditional nature of such credit programs impede the implementation of SOS type programs. In conclusion, SOS encourages students to respect themselves as important, contributing, and caring members of the community. (JAM)

ED 303 885 EA 020 706

Pautler, Albert J., Jr.; Pautler, Marilyn J.
A Parents' Guide to Selecting a School for Their Children.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; *Curriculum Evaluation; *Educational Facilities; Educational Objectives; *Educational Quality; Elementary Secondary Education; Libraries; Parent Participation; Parent Responsibility; *Parent Role; *Parents; Parent School Relationship; School Choice; School Districts; School Effectiveness; Tax Rates; Teacher Student Ratio; Transportation

This book is a series of questions that parents can use in gathering information about the education quality of a particular school. These questions could be asked of school officials at the school being considered. The contents of this guide are divided into sections by topic: (1) school district philosophy/goals/objectives; (2) accreditation; (3) teacher/student ratios; (4) school district enrollment over time; (5) tax rate; (6) actual per pupil costs; (7) teaching ratios and staffing; (8) graduate history; (9) some district facts; (10) special services; (11) curriculum-based questions; (12) school-related activities; (13) library, media, and computers; (14) parental and community involvement; and (15) special schools and transportation. Appended are nine references. (SI)

ED 303 886 EA 020 707

Riegel, N. Blyth
Collecting and Using Student Information for School Improvement.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Managed Instruction; *Computer Networks; Computer Uses in Education; *Database Management Systems; *Decision Making; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Information Networks; Information Systems; *Management Information Systems
IDENTIFIERS- *Richardson Independent School District TX

This paper suggests methods for collecting and using student information for school improvement by describing how the Richardson Independent School District (RISD), Texas, determines data for effective school management decisionmaking. RISD readily accesses student information via a networked database on line with the central office's IBM mainframe and administrators' personal computers. District schools may quickly access the Richardson Instructional Management System (RIMS) on the TI 990 minicomputer via telecables or phone lines (using 2400-baud modems). Permanent records, secondary attendance, individual schedules, grades, standardized test scores, and demographics are maintained in mainframe files. The information that RIMS generates has several applications: first, these files interface with programs that show student mobility and identify at-risk and advanced students. Thus teachers can effectively diagnose and prescribe learning remediation or enhancement once they order the student data. Second, because students and teachers are identified by identification numbers, mailing labels are easily generated for research and evaluation surveys that may perhaps analyze efficient and effective teaching and learning. More applications for the system are presently being researched in a newly formed collaboration with six other ISDs and the graduate school of education at Texas A & M University. (JAM)

ED 303 887 EA 020 709

Hart, Thomas E.
Student Stress and Suicide: How Schools Are Helping.
Oregon School Study Council, Eugene.
PUB DATE- Feb 89
NOTE- 45p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.50 handling charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Counseling Techniques; Educational Environment; Elementary Secondary Education; Health Education; *Prevention; Programs; Social Adjustment; *Social Environment; Social Influences; Social Problems; *Stress Management; Student Needs; Student School Relationship; *Suicide
IDENTIFIERS- *Adolescent Suicide

This bulletin is an overview of research that explores stress and suicide and its impact on the lives of American youth. Chapter 1 examines student-environment interaction as a means of identifying factors that contribute to students' feelings of distress or perceived inability to cope with their internal or external world. Chapter 2 presents research findings and examples of what schools can do to help students cope with their world. Chapter 3 describes some current programs and offers an appraisal of what some schools are doing. The final chapter recommends steps schools can take to

develop programs that alleviate distress and reduce the likelihood of student suicide attempts. Appended are 14 resource agencies; 19 reference; and a list of 11 interviewed professionals. (SI)

DOCUMENT RESUME

ED 303 888 EA 020 710

Christie, Sam
A Report on Opinion Surveys of Parents, Students, and Staff of Four-Track Year-Round Schools in Cajon Valley, 1987-1988.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Education; Extended School Year; Junior High Schools; Middle Schools; *Program Evaluation; *School Districts; *School Schedules; *Year Round Schools

Reported are results of surveys, during the 1987-88 school year, o parents, teachers, classified personnel, principals, and students in the four four-track, year-round schools in Cajon Valley (California). Cajon Valley Union is an elementary district with 19 elementary schools (16 are K-6 and three are K-5), one middle school (grades 6-8), and three junior high schools The purpose of the surveys was to determine the effects of the year-round program as perceived by those directly involved in it and to determine their opinions about year-round schools. All respondents moderately affirmed the desirability of year-round schools. Both parents and students were more in favor of year-round schools than they had been before. Teachers and principals preferred the year-round approach because they thought the students learned more, were less fatigued, and had more interest in school. (Author/SI)

ED 303 889 EA 020 711

Gluckman, Ivan
An Update on Negligence. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.

PUB DATE- Feb 89
NOTE- 14p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Administrative Problems; Administrators; *Court Litigation; Elementary Secondary Education; Guidelines; *Legal Problems; *Legal Responsibility; Principals; *School Law; *Torts
IDENTIFIERS- *Negligence

This newsletter defines common law negligence, discusses recent trends in common law negligence, cites litigation, and establishes guidelines to assist school administrators in the avoidance of such tort action. The success or failure of a negligence suit most commonly turns on one of three factors: duty, breach of that duty, and proximate cause between the breach and the injury. Whether or not the duty was breached by the defendants is the key issue in school cases. The courts are unresolved concerning third parties inflicting injuries on students on school grounds. Before getting to litigation, school administrators, as appointed state officials, have a duty to protect the state. The policies they design to avoid neglience must include a signed release of liability by students and parents; a review of safety procedures; a staff alert to possible hazards in curricular and extracurricular school-related activities; appropriate warnings posted in shops, and in parking and other areas; and principals' approval of all field trips and modes of transportation. (JAM)

ED 303 890 EA 020 712

Burke, Alan M.
Making a Big School Smaller: The School-Within-a-School Arrangement for Middle Level Schools.
PUB DATE- May 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Innovation; Elementary Education; *House Plan; Junior High Schools; *Middle Schools; Nontraditional Education; *School Organization; School Size; *Small Group Instruction; Small Schools
IDENTIFIERS- *Mini Schools

Although there is controversy as to whether middle-level education should be more comparable to high school or to elementary school, this paper argues that the school within a school (SWAS) concept effectively makes large schools seem small so that they have more in common with a typical K-5 school than with a grade-10-through-12 high school. The advantages of such an arrangement permit medium-sized and large middle schools to divide into smaller subunits called "houses." The house plan tends to personalize teaching and learning. Students may leave the house for specialized subjects such as music, foreign language, science, health, and physical education. Evidence suggests that SWAS and minischool programs have been shown to produce significant achievement growth; to improve attendance and behavior; and to generate student, staff, and parent satisfaction. The report concludes by arguing that middle school policymakers should give house plans and small schools within big schools a chance. Appended are five pages of references. (JAM)

ED 303 891 EA 020 713

Burke, Alan M.
The Washington Core Model of Middle School Organization.
PUB DATE- Nov 88
NOTE- 26p.; Paper presented at the Annual Meeting of the National Middle School Association (Denver, CO, November 9-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Instructional Development; *Instructional Effectiveness; *Instructional Improvement; *Instructional Innovation; Junior High Schools; Middle Schools; *School Schedules; *Time Blocks
IDENTIFIERS- *Block Scheduling

This paper outlines, explains, and illustrates the core block model of scheduling, which allows students to spend more time with fewer teachers and encourages greater teacher interaction and ownership in the lives of their students. The core model has been used effectively with advisory programs, drop schedules, and exploratory blocks. It serves as an alternative to interdisciplinary teaming, and provides a workable method for small schools to adopt many researched-based middle level practices. Appended are 17 references and an 11-item annotated bibliography on middle school effectiveness. (Author/JAM)

ED 303 892 EA 020 714

Ghosh, Ratna
India's Educational Policy--Moving into the 21st Century: Education for Equality with Specific Reference to Women.
PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Discrimination; Educational Policy; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Higher Education; *Politics of Education; Selective Admission; *Sex Bias; Sex Discrimination; *Sex Fairness; *Sex Role; Womens Education
IDENTIFIERS- *India

This paper discusses gender discrimination with regard to educational opportunity and outcomes in India. Although official statements promoting equity indicate awareness of the imbalances in this area, solutions, it is argued, lie not only in propagating new equitable educational practices but in political decisions that take into account existing longstanding social and political relationships. (JAM)

ED 303 893 EA 020 715

Pautler, Albert J.
Educational Administration (General): An Annotated Bibliography.
PUB DATE- 89
NOTE- 28p.; For related documents, see EA 020 716-717.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Administration

This annotated bibliography is a collection of references that concern educational administration research in general. Over 100 brief annotations are arranged alphabetically by author. (SI)

ED 303 894 EA 020 716

Pautler, Albert J.
Educational Administration (Curriculum and Instructional Design): An Annotated Bibliography.
PUB DATE- 89
NOTE- 23p.; For related documents, see EA 020 715-717. of School Administrators (Orlando, FL,
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Design; *Educational Administration; Elementary Secondary Education; *Instructional Design

This annotated bibliography is a collection of over 140 references which concerns educational administration research in the area of curriculum and instructional design. (SI)

ED 303 895 EA 020 717

Pautler, Albert J.
Educational Administration (Leadership): An Annotated Bibliography.
PUB DATE- 89
NOTE- 30p.; For related documents, see EA 020 715-716.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Administration; Elementary Secondary Education; Higher Education; *Leadership

This annotated bibliography is a collection of references that concern educational administration research in the area of leadership. Over 100 brief annotations are arranged alphabetically by author. (SI)

ED 303 896 EA 020 718

Seybert, Jeffrey A.; And Others
Health Habits of Urban High School Students: Evaluation of School-Based Clinics.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Health Services; *High School Students; *Hygiene; Secondary Education; *Urban Youth
IDENTIFIERS- *Kansas City Public Schools MO

The number and complexity of health issues facing today's adolescents defy reason. Traditional health/sex education programs and those facilitating parent-adolescent communication are inadequate. Information alone, without access to a range of medical services, cannot prevent pregnancy among sexually active adolescents, help already pregnant young women, provide support for students facing ready access to illicit drugs, or help youth understand the importance of proper nutrition. A link between the schools and medical providers seems an optimal solution. More than 70 U.S. schools have established health clinics to meet adolescents' special health needs. Since 1983, school-based clinics have been established in the Kansas City (Missouri) School District. This paper describes a project to evaluate these clinics' effectiveness and to monitor student health and life habits in area high schools with and without clinics. Between 1982 and 1987, 4.410 students were surveyed regarding their health and living habits, homelife characteristics, and future plans, using the High School Health Questionnaire. The students attended one of four high schools, three of which had school-based health clinics. In general, the clinics had successfully carried out their program objectives. Implications for improving health clinic evaluations are also discussed. Included are 11 tables and three references. (MLH)

ED 303 897 EA 020 719

Bezdek, Robert; And Others
Bureaucratic Control and Principal Role.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Administrator Attitudes; *Administrator Role; Bureaucracy; Elementary Secondary Education; *Principals; *Teacher Administrator Relationship; *Teacher Evaluation
IDENTIFIERS- *Texas Teacher Appraisal System

The purposes of this study were to determine the manner in which the imposition of increased bureaucratic control over principals influenced their allocation of time to tasks and to investigate principals' perceptions of the changes in their roles brought about by this increased control. The specific bureaucratic control system whose effects were investigated was the Texas Teacher Appraisal System (TTAS), a uniform teacher evaluation system mandated by the Texas Education Reform Act of 1984. The final sample consisted of 286 principals. Questionnaires were returned from 136 principals for a response rate of 48 percent. Interpretative post-hoc categories were developed from the responses and frequency counts were made for each category. The data pattern suggested that the increased formalization of the principals' role via their increased state-mandated presence in the appraisal process led to greater formalization of relationships between teachers and principals. Moreover, time spent in the formal appraisal process was at the expense of time that would otherwise have been spent in more informal work areas where informal relationships between teachers and principals could be cultivated. Indeed, principals felt that stricter evaluative controls did not enhance principal-teacher relationships. Rather, they perceived their relationships with teachers as becoming more guarded. (JAM)

ED 303 898 EA 020 722

Bedford, Bill
School Effectiveness Characteristics and Student Achievement: A Study of Relationships in Georgia Middle Schools.

PUB DATE- 88
NOTE- 14p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Environment; *Institutional Characteristics; Intermediate Grades; *Middle Schools; Outcomes of Education; Principals; *School Demography; *School Effectiveness
IDENTIFIERS- Connecticut School Effectiveness Questionnaire; *Georgia

This study focused on the relationship of seven characteristics of effective schools (instructional leadership, environment, expectations for student achievement, schoolwide instructional goals and objectives, classroom practices, monitoring of student progress, and home-school relations); six demographic variables (school size, student socioeconomic status, student race, school location, tenure of principal, and sex of principal) and student achievement. Teachers in 70 out of 131 middle schools in Georgia completed the Connecticut School Effectiveness Questionnaire (CSEQ). Principals in these 70 schools supplied the demographic information. Student achievement was measured by the eighth grade Georgia Criterion Referenced Test (GCRT). The Pearson r was calculated using the scores of each of the seven variables and then the total mean score on the CSEQ. A Pearson r was also used to determine any relationship between demographic data and the GCRT. This procedure was followed by stepwise multiple regression analyses to determine the relationship of various combinations of these variables and the interaction of both the school effectiveness and demographic variables. Results indicate that a number of effective school and demographic variables are correlated with the three academic areas of the GCRT (reading, mathematics, total score). Findings suggest that schools can act to improve student achievement. (Author/JAM)

ED 303 899 EA 020 723

Rental of School Facilities.
San Antonio Independent School District, Tex.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Auditoriums; *Educational Facilities; Elementary Secondary Education; *Facility Guidelines; Public Schools
IDENTIFIERS- *San Antonio Independent School District TX

Regulations governing rental of facilities owned by the San Antonio School District (Texas) are documented as found in Section Eight of the school district's rules code ("Public Use of All School District Facilities"). Eight divisions of the code are as follows: (1) administration; (2) use of school facilities by pupils, employees, and school-affiliated organizations; (3) use of school facilities by other organizations or commercial groups; (4) use of school facilities for elections; (5) use of school facilities by church or politically oriented groups; (6) use of school kitchens; (7) long-term or continuing agreements for use of any school facility; and (8) rental of Alamo Stadium or Alamo Stadium Gymnasium. Appended are three tables pertaining to usage fees of the facilities. (SI)

ED 303 900 EA 020 724

Frankel, Steven

Systems-Oriented Evaluation: A Better Approach to Improving the Achievement of Minority Students.

PUB DATE- Apr 88
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educationally Disadvantaged; Educational Research; Elementary Secondary Education; *Evaluation Methods; High Risk Students; Measurement Techniques; *Minority Groups; *Performance Factors; Potential Dropouts; Problem Solving; Systems Approach
IDENTIFIERS- *Montgomery County Public Schools MD

This report favors a systems-oriented evaluation for improving minority student achievement, an inclusive approach, which may require funds to be (at least temporarily) withdrawn from other research activities. When financial resources are limited, such an evaluation may focus on a relatively limited range of related evaluation issues. In Montgomery County Public Schools, the systems approach to evaluation has developed new methods of setting performance goals, investigated math enrollment environmental influences, examined the effectiveness of magnet programs, tracked dropout student attitudes in a 2-year dropout prevention study, worked to reduce the disparity between majority and minority suspension rates, field tested a microcomputer-based management information system designed to reduce disciplinary incidents in school, identified previous behavioral incidents for at-risk students, and investigated the effect of school climate on minority student suspension rates. Assuming school districts have limited funds for such studies, the strength of the systems-oriented evaluation is that findings create variables for another evaluation, providing further insights into problems that effect minority achievement. (JAM)

ED 303 901 EA 020 726

Leatt, Desmond J.; Schmuck, Richard A.
Cadres of Organization Development Consultants in Schools: A Progress Report (1988).
University Council for Educational Administration, Eugene, OR. Center on Organizational Development in Schools.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Change Strategies; *Consultants;

Educational Policy; Elementary Secondary Education; Foreign Countries; *Organizational Change; *Organizational Development; *School Cadres; School Districts
IDENTIFIERS- Norway

School districts have attempted to integrate their efforts at school improvement with concepts and techniques of organization development. Some of them have approached the problem of continuous change with the help of an internal cadre of peers who offer organization development services to their school districts. The following school districts with peer cadres are described: (1) Ashland Cadre--Southern Oregon; (2) Boulder Valley Cadre--Colorado; (3) Cadre of Organizational Development Consultants at the University of Oregon's College of Education; (4) Eugene 4J School District Cadre-Oregon; (5) Garden City Cadre--Kansas; (6) Jefferson County Cadre--Colorado; (7) Norway Organization Development Cadre--Norway; (8) Polk County Cadre--Florida; and (9) Schenley High School Teacher Center Cadre--Pittsburgh, Pennsylvania. (SI)

ED 303 902 EA 020 729

Willis, David B.

Growing Up International: A Longitudinal Analysis of Significant Aspects of Education and Socialization in a Transcultural Setting.

PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; Cultural Interrelationships; Culture Contact; Elementary Secondary Education; Foreign Countries; Foreign Culture; **International Education; Longitudinal Studies; *Multicultural* Education; Social Integration
IDENTIFIERS- *Columbia Academy (Japan); *Japan

To discover the enduring effects of an intercultural education and experience, a longitudinal investigation of the alumni of Columbia Academy, an elite international school in Japan, was initiated in 1986. This paper reports on work in progress, focusing on issues involved in addressing an extremely diverse population with varying historical backgrounds. Preliminary results obtained from studies following up earlier research as well as from a pilot survey and interviews are reported. The paper reports on the: (1) international context of the school; (2) theory and methodology of the study; (3) acquisition of a cultural meaning system; (4) research design; (5) problematic aspects of the study; and (6) preliminary results. Appended are 88 references. (Author/SI)

ED 303 903 EA 020 730

Urbach, Sherry
The Role of Alternative Education Programs in American Secondary
Schools.
PUB DATE- Nov 88
NOTE- 47p.; Master's Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; *Educational Development; *Nontraditional Education; Program Design; *Program Development; *School Choice; *Secondary Education; Traditional Schools

The purpose of this study was to explore the various types of alternative programs offered in American secondary schools, the ways in which they differ from traditional programs, and their success in educating their students, particularly those classified as at risk. The question "Should students have a choice of schools?" is examined in annotated bibliography format. An account of the growth of the alternative movement comprises the second section. This is followed by a discussion of the general characteristics of alternative programs, advantages and disadvantages of such programs, and how they differ from those found in traditional schools. The next section describes the three types of alternative programs and gives examples of each. The paper concludes with guidelines for establishing and maintaining an alternative program. Appended are 59 references. (SI)

ED 303 904 EA 020 733

Weiss, Kathy
Evaluation of Elementary and Secondary School Principals.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; Evaluation Criteria; Evaluation Research; Leadership; Likert Scales; *Principals; School Administration; *Superintendents
IDENTIFIERS- *Performance Rating Scale

The focus of this study is the relationship between superintendents and principals and their collaborative approach to improving administrative performance. The research for this study was conducted in two phases. During the first phase, the Performance Rating Scale, which assesses the administrative performance of the school principal, was developed. Five general categories of competency emerged and were used as a basis for the analysis of the data: leadership, educational, interpersonal, managerial, and professional. The second phase of the study consisted of the development, implementation, and assessment of an evaluative process. The process utilized the instrument developed in phase 1 to establish goals and objectives that were cooperatively determined by the superintendent and the principal. A Likert-scale questionnaire was completed by each principal and superintendent. The results were related to strength/weakness identification, the planning conference, the work plan, interim and summative conferences, and the overall process. (SI)

ED 303 905   EA 020 734

Walker, Deborah; Owens, Jack
Collecting and Using School Effectiveness Information for School Improvement.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Quality; *Educational Research; Elementary Secondary Education; *Improvement Programs; Program Effectiveness; Program Implementation; *School Districts; *School Effectiveness
IDENTIFIERS- Milpitas Unified School District CA

The Milpitas Unified School District's efforts to utilize information on school effectiveness and improvement research are reported. The first section gives a historical perspective on the district's activities in the area of implementing the school effectiveness research. This is followed by a discussion of the assessment and planning process initiated among the schools in the district. Evidence resulting from the implementation efforts, specifically the outcomes, products, and artifacts, are representative of the school's effectiveness research. The paper concludes with a discussion of what the authors have learned about the implementation of the research at the local level. Appended is the Milpitas Unified School District student outcomes guide. (SI)

DOCUMENT RESUME

ED 303 906 EA 020 735

Grimmett, Peter P.; Crehan, E. Patricia
A Comparison of Conferencing Strategies Used in Two Different Supervisory Dyads and the Effects on Teachers' Classroom Management Behaviour.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 88
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- 410-85-0339; 410-86-2014
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Case Studies; *Classroom Techniques; *Communication Skills; Comparative Analysis; Educational Diagnosis; Elementary Secondary Education; Principals; *Supervisory Methods; *Supervisory Training; *Teacher Administrator Relationship; Teacher Evaluation; *Teacher Improvement

This paper presents, in five sections, a comparison of conferencing strategies used in two different supervisory dyads and the effects of the strategies on teachers' classroom management behavior. The first section is an overview of a larger study that sought to determine if the improvement of management practices of supervisees is associated with conferencing (principal-led intervention) or with research-verified knowledge about classroom management taught by supervisors trained in conferencing techniques (a "common language" approach). The second and third sections present case studies of each dyad. The first dyad is composed of a high conceptual level (CL) principal interacting with a low CL teacher; the second, of a low CL principal interacting with a low CL teacher. The fourth section compares the two different dyads in terms of the conferencing strategies used by the high and low CL principals, and in terms of the associated effects that were evident in the teacher's classroom management practices. The final section offers some concluding observations about the nature of the dyadic interactions. Findings revealed that a teacher's conceptual level and the role that the teacher's responses play in the dynamic of conference interaction, the principal's knowledge of pertinent content (in the case of this study, classroom management), the principal's ability (or lack thereof) to observe classroom events accurately, the principal's ability to transform a facilitating approach into an enabling one, and certain aspects of organizational life that act as constraints on both principal and teacher enhance or inhibit the teacher's classroom management processes. (JAM)

ED 303 907 EA 020 736

Grimmett, Peter P.; Crehan, E. Patricia
Teacher Development, Collegiality and Instructional Supervision: The Cases of Audrey and Barry.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 23 Feb 89
NOTE- 41p.; Paper presented at the International Conference on Teacher Development: Policies, Practices, and Research (Toronto, Ontario, Canada, February 23, 1989).
GRANT- 410-85-0339; 410-86-2014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Collegiality; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; *Supervisory Methods; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- *British Columbia

Teacher development is theoretically possible in those instructional supervision settings that emphasize collegiality. The paper reports and analyzes episodes taken from two cases in a larger study which investigated the different outcomes in teachers' classroom development associated with hierarchical and collegial approaches to instructional supervision. The paper has five sections. The first examines how collegiality can become part of the instructional supervision process. The second section presents brief overviews of the case studies of Audrey and Barry, who were supervised by hierarchical and collegial lines, respectively. The third section presents episodes taken from each case and analyzes them. The fourth section discusses the two cases in terms of different types of collegiality. The final section offers some concluding observations about the nature of teacher development, collegiality, and instructional supervision. Appended are 40 references. (SI)

ED 303 908 EA 020 738

Bradford, James C., Jr.
Ten-Year Follow-Up Study of the Development and Implementation of a Quarter Plan To Provide Year-Round Schools in Grades 9-12 in the City of Buena Vista.
Buena Vista City Public Schools, CA.
PUB DATE- 87
NOTE- 200p.; Print in some appendices extends beyond edge of page.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Innovation; Free Education; *Quarter System; *School Schedules; Secondary Education; Student Attitudes; *Summer Schools; Teacher Attitudes; *Vacation Programs; *Year Round Schools
IDENTIFIERS- *Buena Vista City Public Schools VA

This 10-year follow-up three-part evaluation describes how well the City of Buena Vista (Virginia) Public Schools implemented a year-round school program for high school students. The focus of the program was the organization and development of a tuition-free extended-school-year quarter plan that included a voluntary fourth quarter. The evaluation of the year-round program centered on the years 1976-77, 1981-82, and 1985-86. The following objectives were measured: (1) to develop and implement a fourth quarter plan available to all 9th-through-12th-grade students; (2) to use school facilities efficiently; (3) to provide an optional fourth quarter in the summer to enable students to enroll on a voluntary basis for promotion, enrichment, acceleration, and remediation; (4) to furnish a meaningful summer program for students, below the legal age, to work in the local industries; and (5) to determine the success of the year-round school plan based on the attitudes of pupils and teachers as revealed by a questionnaire. Percentages were employed to describe met or unmet objectives. The following evaluation results were consistent after 1-, 5-, and 10-year follow-ups: (1) eventually 54 percent of the regular day students used the year-round plan; (2) school facilities were used effectively; (3) an increase in pupil attendance for the purpose of promotion, enrichment, acceleration, and remediation compared favorably to the traditional semester program; (4) pupil attendance increased during the fourth quarter for students below the legal age to work; and (5) teachers and students approved continuing the fourth-quarter plan. (JAM)

ED 303 909 EA 020 739

Edwards, Claudia J.
Investing in Florida's Future: Goals of Education in the 21st Century.

PUB DATE- Mar 89
NOTE- 26p.; Report written for the Florida Education Leaders Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Objectives; Educational Policy; Educational Quality; *Educational Trends; Elementary Secondary Education; *Excellence in Education; *Futures (of Society); Higher Education; Outcomes of Education
IDENTIFIERS- *Florida; *Florida Educational Leaders Forum

This document builds upon the work of the short-range planning committee of the Florida Educational Leaders Forum, "A Proposal to Enhance Educational Excellence in Florida Education Through the 1990s," by providing a blueprint to extend educational planning into the 21st century. The goals of Florida's educational system for the 21st century correspond to "The Sunshine Report," a product of the House Speaker's Advisory Committee on the Future. These goals include an education that trains every individual to live and work in and use the benefits of technology in an information society; teaches every individual to work and live in an ever-changing world society; emphasizes an appreciation of humanity's cultural and artistic accomplisments; prepares every individual for his/her role as a parent or child care provider; and encourages individual responsibility for the importance of health, fitness, and leisure in a well-rounded life. In addition, education should assure each individual: the opportunity to develop operative skills in computation, reading, speaking, writing, and listening; knowledge of basic information in natural, physical, and social sciences; positive attitudes toward participatory citizenship and social justice; and the ability to reason and solve problems. Finally, postsecondary education should develop closer ties to the K-12 public school system in any effort to restructure Florida's educational delivery systems. (JAM)

ED 303 910 EA 020 740

Kennedy, Robert L.; And Others
Size, Expenditures, MAT6 Scores, and Dropout Rates: A Correlational Study of Arkansas School Districts.

PUB DATE- Jan 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Consolidated Schools; *Cost Effectiveness; *Dropout Rate; Elementary Secondary Education; Public Schools; *School District Reorganization; *School District Size; School District Spending; Student Attrition
IDENTIFIERS- *Arkansas

This study investigated school district size, the consolidation of small school districts to make larger ones, and the linear relationships of school district size to expense per average daily attendance (ADA), basic and composite scores on the MAT6 standard achievement test, and secondary school dropout rate. Correlational analysis revealed that the relationship among the above variables was slight. There is no evidence to suggest that the data from 330 Arkansas school districts proves that consolidating small school districts into larger ones will necessarily reduce expenditures per student, increase standardized test scores, or reduce dropout rates. (JAM)

ED 303 911 EA 020 741

Norris, Cynthis J.; And Others
Effective Schools Research as a Basis for Statewide Accreditation of Public Schools: Report of a Pilot Study (1987).

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accreditation (Institutions); Accrediting Agencies; Educational Assessment; Educational Change; Educational Quality; Elementary Secondary Education; *Institutional Evaluation; *Public Schools; *Quality Control; School Effectiveness; *State Standards; Urban Schools
IDENTIFIERS- Campus Effectiveness Model; *Effective Schools Research; Texas Education Agency

This Texas Education Agency (TEA) pilot study sought to identify a valid, reliable, and manageable way to use the expanding "effective schools" database to guide school accreditation development. The theoretical basis for the incorporation of effective schools correlates into the Campus Effectiveness Model (CEM). The underlying philosophy of this accreditation/development model were discussed. In addition, the use of CEM in three inner-city elementary schools was analyzed. Data were sorted into six interpretative categories based on effective schools' correlates. Data sources included onsite team observations, principal interviews, teacher group interviews and opinionnaires, student group interviews and opinionnaires, parent group interviews, and school records (for example, meeting minutes, standardized test scores, curriculum guides, teacher absenteeism, discipline problems, and so forth). The study concluded that CEM implementation led to agreement among accreditors. Furthermore, a positive relationship existed between the results of pupil performance and CEM implementation. This study suggested that a state can, by judicious use of research, develop a policy that connects school accreditation to student outcomes and correlates of effective schools research through the compilation of data derived from six sources. (JAM)

ED 303 912 EA 020 742

Blake, Norine; DeMont, Roger A.
Implementing Clinical Supervision: A District Approach.
PUB DATE- Mar 89

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Educational Planning; Elementary Secondary Education; *School Districts; Supervisory Methods; *Systems Development; *Teacher Evaluation; *Teacher Supervision; Training; *Training Methods
IDENTIFIERS- *Avondale School District MI; *Clinical Supervision

This paper describes the Avondale School District's approach to incorporating clinical supervision within the teacher evaluation process. The development of major teacher appraisal systems, their underlying philosophies, and their characteristics are reviewed. In addition, specific processes and training activities used to develop a district model are identified. Finally, the procedures, conditions, and evaluation forms adopted for use are included. (JAM)

ED 303 913 EA 020 743

Westbrook, Kathleen C.
Decisionmaking in the Planning & Design of Illinois Public School Facilities.
PUB DATE- Mar 88
NOTE- 45p.; Paper presented at the Annual Meeting of the American Education Finance Association (Lubbock, TX, March 16-19, 1988). Broken type throughout document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Construction Costs; *Decision Making; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Public Schools; School Maintenance
IDENTIFIERS- *Illinois

This study investigates the factors influencing decision-making in public school planning and design and how those factors rank in importance. Data were gathered from Illinois architects, superintendents, and principals in 17 districts receiving Capital Development Board capital program funds, in fiscal years 1984, 1985, and 1986. Framing this study is the belief that education professionals differ according to their occupational orientation. Ethnographic data gathered from 12 semistructured interviews, 29 self-report instruments, and archival and trace materials revealed that participant perceptions did not substantially differ. Events leading to the planning and construction of Illinois facilities were loosely linked with the implementation of educational programs, but closely aligned with acquisition of fiscal resources. Consequent decision strategies to acquire funds for school facilties' improvement operated successfully in the informal political arena instead of the formalized "through channels" system. Appended are a four-page bibliography, a summary questionnaire, and two data tables. (JAM)

ED 303 914 EA 020 745

Oregon Student Accounting Manual. A Handbook on Student Accounting and the Oregon School Register. Revised Fall 1988.

Oregon State Dept. of Education, Salem. Office of School District Services.

PUB DATE- 88

NOTE- 87p.

AVAILABLE FROM- Publication Sales Clerk, Oregon Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310-0290 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Attendance; *Educational Finance; Elementary Secondary Education; *Enrollment; Public Schools; *School Accounting; *School Administration; *School Law

IDENTIFIERS- *Oregon

The purpose of this manual is to improve and clarify the system of student accounting used in Oregon public schools. Student accounting in Oregon should yield accurate demographic assessments of students at the local school and program level that will in turn provide cumulative data at the district, state, and federal levels. The manual reviews statutory requirements and administrative rules, summarizes the function of and includes state report forms, lists Oregon school register instructions, furnishes Oregon school register instruction sample forms, provides a schedule of due dates for student accounting forms, and presents interpretations and opinions of statutes and rules that apply to the allocation of the Basic School Support Fund, as well as related recordkeeping and reporting procedures. (JAM)

ED 303 915 EA 020 746

Crehan, E. Patricia; Grimmett, Peter P.
Teachers' Perspectives on Dyadic Supervisory Interaction.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
GRANT- 410-85-0339; 410-86-2014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communication Skills; Comparative Analysis; Educational Diagnosis; Elementary Secondary Education; *Principals; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Evaluation; *Teacher Improvement

This paper reports on one aspect of a larger study that investigated the effects of supervisors' intervention on teachers' classroom management practices. The paper examines the interactive responses of high- and low-conceptual-level teachers in four different supervisory dyads as they conference with their principals in an attempt to ascertain whether their dyadic interaction is associated in any way with the outcomes of the conference. The first dyad is composed of a high-conceptual-level (CL) teacher interacting with a low-CL principal; the second, of a high-CL teacher interacting with a moderate-CL principal; the third, of a low-CL teacher interacting with a high-CL principal; and the fourth, of a low-CL teacher interacting with a low-CL principal. The larger study ascertained whether effective clinical supervision requires high-conceptual-level principals who practice particular process strategies as they conference with teachers, or whether the mere acquisition of researched-based content knowledge is sufficient to effect improvement in teachers' classroom management performance. Case study observational techniques comprised the research methodology. Findings suggest that the conditions necessary to produce a successful classroom management outcome require principals and teachers to find a common language through which to communicate based upon an appropriate match between high- and low-conceptual-level principals and teachers. (JAM)

ED 303 916 EA 020 747

Schoppmeyer, Martin W.
Financial Reform in Arkansas: Six Years Later.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equal Education; *Finance Reform; Financial Policy; Financial Support; School Funds; School Law; School Policy; School Support; State Federal Aid
IDENTIFIERS- *Arkansas; *Arkansas Act 34

In 1983, the Arkansas Supreme Court passed Act 34 to correct the school finance system of Arkansas which was found to be unconstitutional. The problems with Act 34 are multiple. The following problems and how they add to inequity in education are discussed: (1) the use of artificial calculations; (2) an ill fit with Amendment 59; (3) current funding; (4) outdated provisions; (5) improper weights; (6) the inability of the district to calculate its own state aid; (7) the 70 percent rule; (8) no real required local contribution and no cap on some districts; and (9) the second tier of aid. Nine recommended changes in Act 34 are listed. (SI)

ED 303 917 EA 020 748

Egelston, Richard L.
Implementation Strategies of ECIA Chapter 2 in Three States: A Comparison of Policies and Practices at the State Level. The New York State Experience.

PUB DATE- 1 May 86
NOTE- 18p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Rockland, ME, May 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Role; *Block Grants; Educational Finance; Elementary Secondary Education; *State Aid; *State Programs; *State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *New York

This paper reports on an evaluation of implementation strategies of the Education Consolidation and Improvement Act (ECIA), Chapter 2 in New York State. It documents the origin of the state plan and how New York State education agencies coordinated their efforts to distribute ECIA local assistance and competitive grant monies to school districts based on broad federal guidelines and New York State Regents' priorities governing such disbursements. The conclusion that ECIA Chapter 2 has proved to be a valued and stable program may be compromised if the program's viability is diluted by a reduction in funding when reauthorizing legislation comes up before Congress in 1987. (JAM)

ED 303 918 EA 020 750

Manahan, Jerry
Student Achievement and Size of District in North Texas.
PUB DATE- 8 Apr 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Elementary Secondary Education; *Enrollment; *Performance Factors; Regression (Statistics); *School District Size; *School District Spending

IDENTIFIERS- Texas (North); *Texas Assessment of Basic Skills

This study examined the relationship between student achievement on the Texas Assessment of Basic Skills (TABS) test and the total student population in 206 school districts in North Texas. Regression analyses results indicated that average student performance on the TABS was positively affected by local expenditures, negatively affected as the percentage of Hispanic students increased, and not affected by the enrollment in the various school districts. (JAM)

ED 303 919 EA 020 759

Foyle, Harvey C.; Lyman, Lawrence
Homework: Research, Policy, and Implementation.
PUB DATE- 14 Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (44th, Orlando, FL, March 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Assignments; Educational Assessment; Educational Methods; *Educational Policy; *Educational Practices; Educational Research; Elementary Education; Guidelines; *Homework; *Theory Practice Relationship

This paper discusses homework policy as a product of 50 years of experimental research. Part 1 discusses homework guidelines in grades 3 through 8 by suggesting that homework should be assigned, graded, and individualized. In addition, homework should provide feedback about student achievement that includes parental monitoring. Part 2 recommends secondary school homework policies that include clear and concise graded assignments. Furthermore, the proposal that some homework be guided, voluntary, and nonwritten reflects outcomes of homework research in American education. The conclusion that the assigning of homework should follow a regular pattern aligned with classroom subject matter supports the notion that homework reinforces learning, thereby raising student achievement. Moreover, school districts should support homework policies that research findings link to raising student achievement. (JAM)

ED 303 920 EA 020 763

Glasman, Naftaly S.
Evaluation-Based Leadership: School Administration in Contemporary Perspective.

REPORT NO.- ISBN-0-88706-304-7
PUB DATE- 86
NOTE- 198p.
AVAILABLE FROM- Publication Sales, State University of New York Press, State University of New York, SUNY Plaza, Albany, NY 12246 ($19.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Accountability; *Administrator Attitudes; Administrator Responsibility; Elementary Secondary Education; *Evaluation Utilization; *Leadership; Leadership Responsibility; *Principals; Program Evaluation; Program Validation; *School Administration

This four-part book discusses the relationship between school leadership and evaluation. The discussion centers on evaluation--a crucial component of leadership in the public schools. Part 1 analyzes recent demands for evaluation as a political value and as a destabilizing force. The school district's response to evaluation and the relationship of evaluation to principals are other foci. Part 2 reviews the school principal's response to evaluation by linking school leadership to instructional objectives, program evaluation, interaction with teachers, and student achievement problems. In addition, evaluation output is treated as an administrative resource. Part 3 examines principals' perceptions of the uses for evaluation with regard to leadership tasks and decision making. Part 4 integrates evaluation with the accountability movement. Evaluation behavior is briefly discussed as are principals' philosophical orientations toward evaluation. (JAM)

ED 303 921 EA 020 766

Lockheed, Marlaine E.

The Measurement of Educational Efficiency and Effectiveness.

PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; *Educational Economics; *Efficiency; Elementary Secondary Education; Information Retrieval; *Input Output Analysis; Models; *Productivity; *School Effectiveness

This paper provides a conceptual framework for addressing the issue of effectiveness and efficiency in education. It considers alternative criteria for identifying efficiency and discusses constraints on improving efficiency. The first section distinguishes efficiency from effectiveness, and also distinguishes "internal" from "external" efficiency and effectiveness. The inputs of the system determine whether the term "efficiency" or "effectiveness" is to be used; the outputs determine whether the descriptors "internal" or "external" are applied. In most cases, nonmonetary inputs imply effectiveness, while monetary inputs imply efficiency; similarly, nonmonetary outputs imply internality and monetary outputs imply externality. Three issues are indirectly related to the measurement of effectiveness and efficiency: the broader consequences of education, equity considerations, and specification of qualitative versus quantitative outputs. Constraints on improving efficiency include inadequate knowledge about internal effectiveness, inadequate knowledge about costs of inputs, and difficulty in obtaining appropriate information. References are included. (TE)

DOCUMENT RESUME

ED 303 922 EA 020 767

Harrison, John G.
A Comprehensive Student Information System: A Report Prepared for the California Postsecondary Education Commission by the Wyndgate Group, Ltd., Report No. 88-32.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 24 Aug 88
NOTE- 104p.
AVAILABLE FROM- Publications, California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 98514 (free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Compliance (Legal); Database Design; *Database Management Systems; Databases; Educational Policy; Elementary Secondary Education; Information Dissemination; Information Needs; *Information Systems; *Information Utilization; Politics of Education; State School District Relationship; *Student Records
IDENTIFIERS- *California

This report addresses the technical and legal issues attendant to the implementation of a comprehensive student information system in California. It documents the legislative origins of the study and the conditions of state-level information systems within California and other states. It then describes the legal issues arising from the collection, use, and distribution of student information. The latter part of the report is directed toward California's policy analysis needs and discusses how a model state-level student information system could be implemented for subsequent evaluation. The final chapter provides a series of 14 findings and 9 recommendations for future action. Appended are (1) a sample questionnaire used to solicit information from California and other states; (2) characteristics of student information systems in other states; and (3) candidates for data elements to be maintained by segmental offices. Statistics and diagrams are included. (TE)

ED 303 923 EA 020 768

Hamilton-Lee, Muriel
Home-School Partnerships: The School Development Program Model.
PUB DATE- Aug 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Economically Disadvantaged; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Program Descriptions; *School Community Relationship
IDENTIFIERS- *School Development Program

This paper discusses parent participation in education from three perspectives: current research and theoretical positions; a brief historical review of parent involvement and its limitations; and the comprehensive approach used by the School Development Program. The first section reviews past publications that focus on the importance of home-school partnerships. This is followed by a discussion of the historical foundations of parent involvement in schools. The School Development Program's model for home-school partnerships is described as an effort to create a foundation for understanding, trust, and cooperation between low-income minority parents and mainstream, primarily white middle-class school staffs. The program features a three-level approach to involving parents: (1) broad-based parent participation and support for school activities; (2) parental involvement in regular school affairs; and (3) participation of parents in the planning and management team. The paper concludes with a discussion of the long-term benefits of successful home-school partnerships. An extensive bibliography is included. (TE)

ED 303 924 EA 020 778

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1988. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-637
PUB DATE- Feb 89
NOTE- 48p.; Data Series identified as: FF-88.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; *Federal Aid; Federal Programs; *Financial Support; Higher Education; School Support; Tables (Data); Trend Analysis

This report provides a comprehensive picture of total federal financial support for education for fiscal years 1980 through 1988. Outlays were used in this report rather than obligations, with the exception of academic research at institutions of higher education. Federal support for education falls into three categories: on-budget support, off-budget support, and federal tax expenditures. This report also shows current and constant dollar comparisons, based on the composite deflator from the United States Office of Management and Budget. Nine text tables, three charts, and six detailed tables are included. (SI)

ED 303 925 EC 212 120

Tindall, Lloyd W.; And Others
Replicating Jobs in Business and Industry for Persons with Disabilities. Volume Three.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 239p.; For other volumes in this series, see ED 276 224, ED 284 378, EC 212 121, and EC 212 556.
GRANT- G008530053

AVAILABLE FROM- University of Wisconsin-Madison, Vocational Studies Center, School of Education, Madison, WI 53706 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; *Disabilities; Employer Attitudes; Employment Potential; Job Skills; Job Training; Manufacturing Industry; *Occupational Information

The catalog describes jobs performed in business and industry by persons with disabilities. Each job described is performed by a specific disabled individual. Job descriptions are indexed by disability and job title. Each job description specifies the type of job, the disability of the person performing the job, company information (e.g., company name and description, number of employees, and a contact person), job requirements, job information (e.g., wages, benefits, work schedule, work setting, probationary period, employment history, physical demands, environmental conditions, training period, and amount of supervision); significant duties (e.g., leadership/managerial, problem solving or writing tasks, manual/perceptual tasks); and special considerations (e.g., limitations, special training, job accommodations, personal strengths). After the job descriptions, a section provides the employer perspective on employing persons with disabilities in discussions of such topics as hiring versus employing, employer satisfaction, attributes and competencies of disabled workers, attitudes of employers toward disabled workers, and job accommodations. The last section lists resources for job replication including organizations, publications, and training programs. Appended are a job replication form for providing additional job descriptions. (DB)

ED 303 926 EC 212 121

Tindall, Lloyd W.; And Others
Replicating Jobs in Business and Industry for Persons with Disabilities. Volume Four.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 88
NOTE- 254p.; For other volumes in this series, see ED 276 224, ED 284 378, EC 212 120 and EC 212 556.
GRANT- G008530053
AVAILABLE FROM- University of Wisconsin-Madison, Vocational Studies Center, School of Education, Madison, WI 53706 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; *Disabilities; Employment Potential; *Job Search Methods; Job Skills; Job Training; Manufacturing Industry; *Occupational Information

The catalog describes jobs performed in business and industry by persons with disabilities. Each job described is performed by a specific disabled individual. Job descriptions are indexed by disability and job title. Each job description specifies the type of job, the disability of the person performing the job, company information (e.g. company name and description, number of employees, and a contact person), job requirements, job information (e.g. wages, benefits, work schedule, work setting, probationary period, employment history, physical demands, environmental conditions, training period, and amount of supervision); significant duties (e.g. leadership/managerial, problem solving or writing tasks, manual/perceptual tasks); and special considerations (e.g. limitations, special training, job accommodations, personal strengths). After the job descriptions, a section provides marketing strategies for job seekers. Discussed are a personal marketing plan, recording expenses, self-appraisal, job sources, recruitment, the resume, letters, interviewing, discussing salary, disability self-identification, employment incentives, follow-up, surviving the job search, accepting employment, orientation, training, keeping and improving employment, and changes in employment. A section on resources for job replication lists organizations and publications. Appended are a job replication form and a list of related publications. (DB)

ED 303 927 EC 212 122

Breiter, Joan C.
Text Selection for Graduate Courses in Gifted Education.
PUB DATE- May 88
NOTE- 60p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Graduate Study; Higher Education; *Textbook Evaluation; *Textbook Selection

The study surveyed colleges to determine what texts were being selected for use in graduate level courses in gifted education. The types and levels of the courses, as well as the reasons for selection of the identified texts, were also determined. A summary of text content plus respondent comments is provided for the most frequently selected texts. Of the 123 questionnaires sent out, 62 individuals from 52 universities and colleges responded. Returns contained information for about 182 courses for which a total of 77 different texts were cited. Eight of the texts were chosen for at least one course by at least five respondents. The most frequently cited reasons for selecting a text were: how well the text covers the basic topics of gifted education; the way materials and topics are explained and discussed; and the presentation and discussion of program models. Among conclusions of the survey were: A wide variety of texts are used in such courses; Texts are often supplemented with periodical articles and/or instructor developed materials; A relatively few number of texts currently enjoy widespread use; Areas remain (such as practica, current issues seminars) for which an appropriate text or handbook is not now available. The text survey questionnaire is appended. The summary of each of the most frequently chosen texts also includes a list of reasons given for the selection and the number of times the text was selected. (DB)

ED 303 928 EC 212 123

Evaluation of Identification and Preassessment Procedures in Kansas. Research Report.

Kansas State Dept. of Education, Topeka. Special Education Administration Section.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 88
NOTE- 303p.
GRANT- G0085C3514
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Disorders; *Communication Disorders; Diagnostic Teaching; Elementary Secondary Education; Language Handicaps; *Learning Disabilities; Prevention; Program Evaluation; *Referral; *Screening Tests; Speech Handicaps; State Standards; Student Evaluation
IDENTIFIERS- *Preassessment

The research evaluation project attempted to assess the effectiveness of new state (Kansas) guidelines for determining eligibility and placement of students in the areas of learning disabilities (LD), behavioral disorders (BD), and speech/language; and to assess the effectiveness of preassessment instructional programming options and screening procedures used prior to referral for placement of students in special education. Data were collected through examination of student files and interviews with school personnel at nine sites, representing approximately 15% of the local education agencies in the state. It was found that state guidelines were generally followed and evaluations were comprehensive and appropriate. Observations, however, were generally inadequate and diagnostic testing for educational planning was minimal for LD and BD students. Wide variability was found in implementation of preassessment. Three critical factors differentiated successful from unsuccessful preassessment implementations: (1) accurately describing the student's problem, (2) using direct, appropriate interventions, and (3) evaluating the outcome of the interventions. Districts where preassessment was effectively implemented had a much lower rate of referral to comprehensive evaluation than districts with less successful preassessment. (DB)

ED 303 929 EC 212 124

Morris, Karen J.
Alternative Computer Access for Young Handicapped Children: A Systematic Selection Procedure.

PUB DATE- Oct 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Computers; *Electronic Equipment; Elementary Education; *Hearing Impairments; *Input Output Devices; *Physical Disabilities; *Visual Impairments

The paper describes the type of computer access products appropriate for use by handicapped children and presents a systematic procedure for selection of such input and output devices. Modification of computer input is accomplished by three strategies: modifying the keyboard, adding alternative keyboards, and attaching switches to the keyboard. Popular products for modifying the keyboard are keyguards, keylocks, and repeat defeats. Alternative keyboards may be either transparent (allows use of standard software--e.g., "Unicorn Expanded Keyboard," "Mini-Membrane Keyboard," "Mini-Keyboard," and non-transparent (requires specially designed software--e.g., "Muppet Learning Keys," "Power Pad," "TouchWindow"). Attached switches are appropriate for students for whom the previous modifications are not sufficient. Products include "Ablenet Switch 100," "Lever Switch," "P-Switch," and "Tread Switch." The preferred output strategy maintains the monitor and printer as the primary visual output device. If this is not feasible, speech synthesis should be considered. (DB)

ED 303 930 EC 212 125

Barringer, Mary Dean; And Others

Decemberfest! (An ABLE Teaching Unit).

Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- Dec 86
NOTE- 64p.; For related document, see ED 291 210.
AVAILABLE FROM- Wayne County Intermediate School District, M. D. Barringer, 33500 Van Born, Wayne, MI 48184 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Holidays; *Learning Activities; Lesson Plans; Multicultural Education; *Primary Education; Social Studies; Units of Study
IDENTIFIERS- Christmas; Kwanza

The teaching unit focuses on a month (December) of primary grade activities designed around the themes of: (1) festivals of merriment and light, (2) Christmas around the world, (3) Christmas at home, and (4) Kwanza. Concepts such as special family rituals, special foods, and giving of gifts are stressed. Suggested books, movies, and a calendar of activities are provided. Included for each activity is information on the content area, the age group, and the activity (includes materials, special set-up, objectives to stress). Also provided on each activity sheet is space for recording individual students' expected responses to the activity.

A variety of handouts and cutouts suitable for duplication are appended. The unit is intended to be used as part of a curriculum package which includes language boards and tape recordings. (DB)

ED 303 931 EC 212 126

Barringer, Mary Dean; And Others
Thankful for Family and Foods! (An ABLE Teaching Unit).
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- Nov 87
NOTE- 64p.; For related document, see ED 291 210.
AVAILABLE FROM- Wayne County Intermediate School District, M. D. Barringer, 33500 Van Born, Wayne, MI 48184 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Holidays; *Learning Activities; Lesson Plans; Multicultural Education; *Primary Education; Social Studies; Units of Study
IDENTIFIERS- *Thanksgiving

The teaching unit focuses on a month (November) of primary grade learning activities which focus on being thankful for food, family, and friends. Concepts stressed throughout the unit include: We are all part of the large family of Americans; Families are made up of a variety of people and our families are usually different from each other; Families work together to keep their home nice; Families play together and care about each other; Families celebrate having good food to eat by the feast of Thanksgiving; During Thanksgiving we have special foods such as turkey, cranberries, and sweet potatoes. Suggested books, movies, and a calendar of activities are provided. Provided for each activity is information on the content area, the age group, the activity (includes materials, special set-up, objectives to stress). Also provided on each activity sheet is space for recording individual students' expected responses to the activity. A variety of handouts and cutouts suitable for duplication are appended. The unit is intended to be used as part of a curriculum package which includes language boards and tape recordings. (DB)

ED 303 932 EC 212 127

Toward Equality: Education of the Deaf. A Report to the President and the Congress of the United States.

Commission on Education of the Deaf, Washington, DC.

PUB DATE- Feb 88
NOTE- 171p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-003-01102-6; $12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Sign Language; Deaf Interpreting; *Deafness; *Educational Needs; Educational Technology; Elementary Secondary Education; *Government Role; Handicap Identification; Higher Education; Language Acquisition; Parent Participation; Postsecondary Education; Prevention; Rehabilitation; Research Needs; Special Schools; Standards; Student Evaluation; Teacher Education

The report concludes that education of persons who are deaf in the United States is characterized by inappropriate priorities and inadequate resources. Among deficiencies identified are the failure to implement available preventive and early identification procedures, monitor educational programs, and use tools of advancing technology. Specific recommendations are made for the following areas of need: (1) prevention and early identification; (2) elementary and secondary education including language acquisition, appropriate education, least restrictive environment, parents' rights, evaluation and assessment, program standards, quality education, American Sign Language, Gallaudet University's pre-college programs; (3) federal postsecondary education systems including regional programs, adult and continuing education, comprehensive service centers, evaluation and oversight, admission policies, affirmative action, governing bodies; (4) research, evaluation, and outreach including the National Center on Deafness Research, and development of research plans; (5) professional standards and training including early childhood, state councils, preservice and inservice training, elementary and secondary teacher training, competency requirements, training for teachers in regular education settings, federal support for teacher preparation, educational interpreters, rehabilitation interpreters, traineeships; (6) technology including mandatory captioning, distribution of federal funds, built-in decoders, accessibility of the federal government, funding for technology, accessible equipment, assistive devices centers, national symposia, media services and captioned film program; and (7) clearinghouses and the Committee on Deaf/Blindness. (DB)

ED 303 933 EC 212 128

Duval, Eilen; Whitlock, Earl
Developing a Long-Range Program To Improve Higher-Level Thinking Skills in Hillsborough County Schools.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 87
NOTE- 87p.
AVAILABLE FROM- FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00 each, $10.00 annual subscription).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Abstract Reasoning; *Creative Thinking; *Critical Thinking; Elementary Education; *Gifted; Inservice Teacher Education; Logical Thinking; *Questioning Techniques; Teacher Participation; Teaching Skills

A project to improve higher level thinking skills of elementary students in Hillsborough County, Florida is reported as a feature article (66p). An introductory overview chapter reviews the literature on teaching thinking skills. Chapter 1 provides background information on the community and the two schools selected for the practicum. The second chapter documents the problem and reports on efforts of the Academically Gifted Program to train teachers of the gifted in higher level questioning skills. Chapter 3 identifies terminal objectives of the study (i.e. improve the percentage of higher level questions asked by teachers). The fourth chapter reviews the implementation plan including meetings with teachers, brainstorming using the Delphi technique, use of a video-based staff development program, development of school goals by each school's study team, and conducting a summer seminar on thinking skills. Evaluation results showed all project objectives were met. The final chapter looks at future directions. Appended are the observation system used for the evaluation phase, teacher and administrator self-reflection checklists, suggestions for extending students' thinking based on Benjamin Bloom's model, and suggestions for improved questioning by teachers. Also included in this bulletin issue are two very brief contributions by John Pollman on the related topic of critical thinking: "Can Critical Thinking Be Taught in a Vacuum?" (4p.) and "Critical Thinking Instruments: Instruments of Plenty or Plenty of Instruments?" (5p.). (DB) critical thinking instruments. (DB)

ED 303 934 EC 212 130

Improving Textbook Usability: Conference Report.
Education Development Center, Inc., Newton, Mass.; RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 88
NOTE- 85p.
AVAILABLE FROM- Education Development Center, Inc., 55 Chapel St., Newton, MA 02160 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Analysis; *Disabilities; Elementary Secondary Education; *Learning Processes; Mainstreaming; Publishing Industry; *Teaching Methods; *Textbook Content; *Textbook Evaluation; Textbook Publication

This report describes a project which analyzed science and social studies textbooks to determine how well they accommodate the learning needs of mainstreamed hard-to-teach students. A textbook analysis tool was developed, and eight teacher-reviewers examined the instructional design of teachers' and students' editions of 12 leading elementary and secondary science and social studies textbook programs. Forty additional teachers were then asked to verify the reviewers' findings. Recommendations for publishers are organized within the three phases of the learning cycle: getting students ready to learn, engaging students in the learning activity, and having students demonstrate competence and extend knowledge. For each of the three phases of instruction, the report summarizes the findings of the textbook analysis by content area and grade level. The primary finding of the analysis was that textbooks failed to incorporate effective methods of instruction, particularly at the secondary level. Publishers are urged to build in activities that set the stage for reading, make students active participants in learning, teach students how to use reading and self-monitoring strategies, and provide numerous opportunities to demonstrate mastery in a variety of ways. The report concludes with appended sample activities for teachers to make better use of existing textbooks, as well as a list of the 12 textbooks analyzed and lists of references and readings. (JDD)

Katims, David S.; Alexander, Ronnie N.
Teacher Training in Special and General Education: An Appraisal Alignment Approach.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Education Majors; Higher Education; Models; *Preservice Teacher Education; Special Education Teachers; Teacher Behavior; *Teacher Evaluation; *Teaching Methods; Training

An experimental group of 21 general and special education preservice teachers received training in specific instructional behaviors, focusing on instructional strategies, classroom management and organization, presentation of subject matter, and learning environments. They also received training using the Appraisal Alignment Training model, which was developed to help teachers-in-training gain competence in mastering effective teaching practices. This model includes microteaching, peer appraisal and feedback, and self-directed goal setting to teach those behaviors expected to be demonstrated by graduates of teacher training programs. Findings suggest that, compared to two control groups, both regular and special education trainees in the experimental group developed more behaviors thought to be important to effective teaching by appraisal system evaluators from the Texas Education Agency. (JDD)

DOCUMENT RESUME

ED 303 936 EC 212 132

Katims, David S.; Alexander, Ronnie N.
Cognitive Strategy Training: Implications, Applications, Limitations.
PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Elementary Secondary Education; *Encoding (Psychology); *Learning Disabilities; Learning Problems; Learning Processes; *Learning Strategies; Memory; *Mental Retardation; Metacognition; Teaching Methods

Empirical findings on the efficiency of memory processes in exceptional children are outlined. Cognitive deficits are considered to be central to many academic and social skill problems of children with mental retardation and learning and behavior problems. In response, educators and psychologists have devised ways of training such students to use cognitive strategies to improve their performance. Analysis of students' cognitive styles of learning can provide insight into learning difficulties, through consideration of reflective and impulsive cognitive styles, field-dependence and field-independence, memory, active and passive cognitive styles, and causal attributions and internal/external loci of control. Cognitive strategy training can be applied to such instructional techniques as self-instruction, self-questioning, self-monitoring, and memory strategies, but several limitations have been identified. An experiment tested the results of restrictions on voluntary cognitive control strategy use for 24 retarded and 24 nonretarded students (aged 10-14) during tasks lending themselves to use of these strategies. Retarded students demonstrated slower than normal and less efficient stimulus encoding, as well as deficits in the speed of information processing and faster than normal stimulus decay. The study concluded that less emphasis should be placed on cognitive strategy training procedures for the midly retarded child than for the learning-disabled child. A list of references is provided. (JDD)

ED 303 937 EC 212 133

Hughes, Stephany
Learning To Be a Leader.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Mid-Winter Institute of the National Association of Gifted Children (Charlotte, NC, February 20-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Gifted; *Group Experience; High Schools; Leadership Styles; *Leadership Training; Models; *Student Leadership; Teaching Methods

Research on leadership in gifted education is reviewed, focusing on studies conducted with various age groups in education settings. Leadership research is examined through three general approaches: the trait approach, leadership styles, and the situational approach. A leadership training model for high-school students is presented, based on the Leadership Program of the United States Chamber of Commerce. It emphasizes formation of a cohesive group of gifted students. The group participates in training sessions on school district organizational structure and on leadership opportunities within the school district, and subsequently works together to produce a creative and valid solution to a school-related problem. (JDD)

ED 303 938 EC 212 134

Rogers, Karen B.

Research Methodology in the Cognitive Development of Gifted Learners: A Preliminary Analysis.

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Elementary Secondary Education; *Gifted; Meta Analysis; Preschool Education; Research Design; *Research Methodology; *Research Problems; Sampling

The purpose of this study was to determine the types of research methods used to study cognitive processing development in gifted learners, from 1975-1986. Of 870 research publications identified on giftedness, 522 publications (60 percent) dealt with cognitive processing development. Research designs used most frequently were causal-comparative, correlational, and case studies. Mean sample size across all designs was 141.65, and the mean number of variables studied per design was 2.7. Fifty-two percent of the studies used elementary-aged gifted children. Concerns are raised that more innovative research designs are needed to study metacognition, a more balanced age spread among samples is needed, and research questions need to be more Focused. (JDD)

ED 303 939 EC 212 135

Ports, Kim; Mills, Carol J.

Curriculum Guide: The Basics of Writing.

Johns Hopkins Univ., Baltimore, MD. Center for the Advancement of Academically Talented Youth.
PUB DATE- 88
NOTE- 88p.
AVAILABLE FROM- Johns Hopkins University, Advising and Advocacy Services, Charles and 34th St., Baltimore, MD 21218.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Creative Writing; *Curriculum Design; Descriptive Writing; Elementary Education; Expository Writing; *Gifted; Narration; *Skill Development; Teaching Methods; *Writing (Composition); Writing Exercises; *Writing Instruction

This curriculum guide is designed to aid in the planning and execution of a writing course for verbally gifted elementary school students. The course is designed for students ranging in age from 8-11 years whose verbal reasoning skills are at least 3 years above grade level. The course instructs students in the fundamentals of communication through descriptive, narrative, and expository writing. The emphasis is on thinking and writing as an interrelated process which involves both skill and conceptual development. Students practice standard grammar, mechanical skills, and sentence, paragraph, and essay structure and development. Students are also challenged to expand their ability to think creatively and logically, and to begin to develop their own original voice and style. Classtime is comprised of discussions of student and professional essays, skill exercises, short creative writing assignments, and thinking games. Students write personal, nonfiction compositions and prepare for classwork at home. Writing workshops are designed to develop students' critical reading and writing skills, by having the class actively discuss and critique student essays. The curriculum guide contains an annotated bibliography of recommended texts, a sample reading list, sample assignments, sample exercises, and samples of student writing projects. (JDD)

ED 303 940 EC 212 136

Baumeister, Alfred A.

The New Morbidity and the Prevention of Mental Retardation.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 88
NOTE- 7p.
GRANT- NIH-HD-15052
AVAILABLE FROM- Office of Information Services, The John F. Kennedy Center, Box 40, Peabody College, Vanderbilt University, Nashville, TN 37203.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Birth Weight; *Disadvantaged Environment; Economically Disadvantaged; Family Planning; *Health Needs; *Medical Services; *Mental Retardation; Models; Perinatal Influences; *Poverty; Pregnancy; Premature Infants; Prenatal Influences; *Prevention; Public Policy; Socioeconomic Influences

Efforts to prevent mental retardation have been encumbered by lack of scientific and technical knowledge, vague understanding of incidence and prevalence, and scarcity of resources to implement effective public policies. Scientific and social progress toward prevention has pursued a wavelike, erratic course, driven primarily by prevailing social, political, and economic climates and values. The new morbidity model of mental retardation focuses on mental retardation as a symptom or an outcome of underlying biological and social causes. Two primary associates of subsequent morbidity are poverty and low birthweight. Prenatal care is a major factor in improving pregnancy outcome and lowering incidence of low birthweight and prematurity. Access to basic services should be assured, including: prenatal, delivery, and postnatal care; comprehensive care through age 5; and family planning services. Another health problem which is impacted by socioeconomic disadvantage is pediatric acquired immune deficiency syndrome. Problems associated with the new morbidity have human and economic costs which far outweigh the costs of investing time and resources in research, treatment, and prevention. (JDD)

ED 303 941 EC 212 137

Loridas, Laura

Culture in the Classroom: A Cultural Enlightenment Manual for Educators.

Michigan State Dept. of Education, Lansing.; Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- Jun 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indian Culture; Arabs; Asian Americans; Chinese Culture; Cultural Awareness; *Cultural Background; *Cultural Differences; *Disabilities; *Ethnic Groups; *Family Life; Hispanic American Culture; Individual Differences; Japanese American Culture; Korean Culture; *Multicultural Education; North Americans; Religion; Vietnamese People

This manual provides a basic understanding of cultural differences that teachers are likely to encounter among exceptional children in their classrooms. The manual aims to create an atmosphere where children respect individual differences in themselves and in others. Several cultures are introduced, including Arabic Lebanese, Hispanic, Native American, Chinese, Japanese, Korean, and Vietnamese. For each group, cultural information is provided, including a description of family life; religion; language and communication; education and learning; customs, rituals, and special observations; important dates; and information about foods, games, songs, toys, etc. The manual concludes with a "Teacher's Checklist" and an "Administrator's Checklist" which evaluate knowledge of and sensitivity to diverse cultural backgrounds. (JDD)

ED 303 942 EC 212 138

Hendrickson, Jo M.; And Others
Peer Coaching: A Specific Approach for Improving Teacher Performance and Trainee Competence.

PUB DATE- 27 Sep 88
NOTE- 22p.; Based on presentation at the Annual Florida Staff Development Leadership Conference (14th, St. Petersburg Beach, FL, September 27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Disabilities; Feedback; *Inservice Teacher Education; Models; *Peer Teaching; Postsecondary Education; Preservice Teacher Education; *Program Development; *Special Education Teachers; Teacher Behavior; *Tutorial Programs
IDENTIFIERS- *Peer Coaching

A peer coaching approach was developed for use in the Multidisciplinary Diagnostic and Training Program (MDTP) at the University of Florida, in collaboration with Old Dominion University in Virginia. The MDTP provides diagnostic services to elementary-aged children with learning, behavior, and/or medical problems. The peer coaching model includes the three stages of planning/discussion, observation, and feedback. Teacher trainees shadow the MDTP teachers and learn the techniques of observation and coaching/feedback first hand; trainees are also placed in the role of teacher and coached in the same manner as the MDTP teachers. Teacher behaviors are observed and recorded, observations are tallied and reliability is calculated, and a coaching/feedback session is conducted. After review of the observational data, the teacher selects one behavior to increase or decrease in frequency. Peer coaching has been found to be an effective method for improving the training of preservice teaching personnel and enhancing the professional competence of classroom teachers. By reviewing their own teaching techniques and exploring alternatives in a nonjudgmental atmosphere, teachers and trainees have an opportunity to reflect on their teaching, experience feedback, and formulate hypotheses about the process and outcome of their instructional endeavors. (JDD)

ED 303 943 EC 212 139

Public Law 89-313: Instructional Support Program, 1986-87. End-of-Year Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Consultation Programs; *Disabilities; Federal Programs; High Schools; Individualized Education Programs; *Inservice Teacher Education; *Outcomes of Education; Postsecondary Education; *Program Evaluation; Teacher Workshops; *Teaching Methods

IDENTIFIERS- Public Law 89 313

The Public Law 89-313 Instructional Support Program is a federally funded program that serves handicapped students who were enrolled in state-operated or state-supported settings for a minimum of 1 year and then transferred to a New York City public high school. The 1986-87 program emphasized teacher training, consisting primarily of in-class support, consultation, and workshops. Students received special education services based on Individual Education Plans (IEP) that took into consideration their skills and abilities. The program's stated evaluation objective was that 75 percent of students whose teachers were assisted by the program would achieve their IEP objectives in the subjects in which their teachers received instructional support. During the 1986-87 school year, in which 201 students enrolled in 75 high schools received services from participating teachers, 81 percent of the students met all of their IEP objectives. Interviews with a sample of supported teachers and assistant principals indicated that the assistance which teacher trainers provided was viewed positively. This evaluation report focuses on program structure and implementation, analysis of outcome data, and recommendations. (JDD)

ED 303 944 EC 212 141

Benderson, Albert, Ed.
Testing, Equality, and Handicapped People.
Educational Testing Service, Princeton, N.J.
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- FOCUS, Educational Testing Service, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Admission Criteria; College Admission; *College Entrance Examinations; College Students; Comparative Analysis; *Comparative Testing; Difficulty Level; *Disabilities; Factor Structure; Higher Education; *Predictive Validity; Scaling; Selective Admission; *Testing Problems; Test Items; Test Reliability; *Test Validity

The scores of handicapped students taking tests such as the Scholastic Aptitude Test (SAT) or the Graduate Record Examinations are flagged so that admissions officers will be aware that they were achieved under special circumstances. A series of studies was initiated to determine whether special administrations of such tests are comparable to standard administrations, in which case flagging would no longer be necessary. The studies looked at comparability data for test takers with hearing impairments, visual impairments, physical handicaps, and learning disabilities. Comparability between standard and nonstandard test forms was found to be high, particularly with respect to characteristics as reliability, factor structure, and differential item difficulty. Analysis of the tests' predictive validity with regard to academic performance found that there was little over- or under-prediction for the great majority of handicapped students. The SAT did, however, substantially overpredict college performance for learning-disabled students, and this overprediction was exacerbated by time extensions during test administrations. The need for flagging test scores may be eliminated by establishing comparable timing criteria for special test administrations or by rescaling nonstandard test administrations according to how handicapped students performed in school. The comparability study also examined admissions decisions, test content, and testing accommodations. (JDD)

ED 303 945 EC 212 142

Gunn, Pat; Hayes, Alan
Down Syndrome and Developmental Mythology.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Cultural Images; *Developmental Psychology; *Downs Syndrome; Elementary Secondary Education; Expectation; Individual Characteristics; *Individual Development; Preschool Education; Research Needs; *Stereotypes

In exploring myths surrounding the development of persons with Down syndrome, this paper discusses briefly the characteristics of Down syndrome, the origins of the myths, the status of the myths in light of current empirical research, and reasons why developmental psychology has clung to some essentially counter-developmental assumptions. Emphasized is the myth that individuals with Down syndrome exhibit uniformity in their physical appearance, musical ability, personality, and limited intellectual development. It is argued, on the basis of historical analyses, literature reviews, and the results of a longitudinal study of children with Down syndrome, that many of the ideas about these children are not strongly supported by empirical evidence. Reasons are cited for the continuance of the myths, including: little systematic research exists, much of the research was conducted in institutional settings which perhaps exaggerated the sense of homogeneity, and recent evidence seems to have been subjected to a process of oversimplification. (JDD)

Dever, Richard B.; Sitlington, Patricia L.

Project COMPETE: Community-Based Model for Public-School Exit and Transition to Employment. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 105p.; For executive summary of this report, see EC 212 144.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; Demonstration Programs; Education Work Relationship; Models; *Program Development; Public Schools; *Rehabilitation; School Business Relationship; Secondary Education; *Severe Disabilities; *Transitional Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Competitive Employment (Disabled)

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) was a model demonstration project designed to develop linkages between public schools and community rehabilitation agencies, in order to provide work training to severely handicapped youth, aged 16-22. The schools took on responsibility for providing initial work training and work experiences, and the rehabilitation center was made responsible for getting the students/clients ready for competitive employment. In achievement of its objectives, the project developed and validated a service delivery model which linked secondary schools and community-based agencies to prepare severely handicapped youth for successful transition from school to employment, systematically evaluated and revised all components of the model program, replicated the model at an additional site, and disseminated information about the model. This final report discusses achievement of project objectives, client and community demographics, evaluation activities, and case studies. (JDD)

ED 303 947 EC 212 144

Dever, Richard B.; Sitlington, Patricia L.
Project COMPETE: Community-Based Model for Public School Exit and Transition to Employment. Final Report Executive Summary.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 9p.; For the full report, see EC 212 143.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Delivery Systems; Demonstration Programs; Models; *Moderate Mental Retardation; Program Development; Public Schools; Secondary Education; *Severe Disabilities; *Severe Mental Retardation; *Transitional Programs; Work Experience Programs
IDENTIFIERS- *Competitive Employment (Disabled)

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) was a federally funded service demonstration project to investigate new procedures for secondary education and transition services for youth with moderate, severe, and profound mental retardation. The goal of Project COMPETE was to develop and validate a model for assisting the youth to make the transition from school to employment in the most competitive environment possible. The project focused specifically on establishing formal linkages between the public school system, the rehabilitation center, and other community-based agencies, with clear delineations of responsibilities involved in delivery of services. Under the COMPETE model, rehabilitation center staff and area vocational rehabilitation counselors participate in public school case conferences. In addition to development of the model, Project COMPETE developed a model of cooperative transition planning, a labor market survey, and a taxonomy of community living skills; conducted staff training sessions; and produced 11 working papers about the project. (JDD)

ED 303 948 EC 212 145

Young Adults with Learning Disabilities and Other Special Needs: Guide for Selecting Postsecondary Transition Programs.

American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 13p.

GRANT- G008403501
AVAILABLE FROM- American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Daily Living Skills; *Employment Potential; Interpersonal Competence; Job Skills; *Learning Disabilities; Postsecondary Education; Residential Programs; *Self Evaluation (Individuals); *Transitional Programs; Vocational Education
IDENTIFIERS- *Independent Living

This resource paper provides information about postsecondary programs for young adults with substantial learning disabilities and other special needs. The introductory section outlines characteristics of the population and components of successful educational programs. Subsequent sections include guidelines for recognizing the young person's strengths and weaknesses and recommendations for teaching them independent living skills. Another section, addressed to the young adult, helps the student assess his or her job readiness skills, work habits, and independent living skills. The paper is designed to be read by the young adult and then to serve as a basis for discussion with parents or other advisers. Several postsecondary programs for young adults with learning disabilities are listed and briefly described, within the categories of residential programs, campus-based programs, vocational day programs, and social skills training programs. Final sections list employment information sources and selected publications. (JDD)

ED 303 949 EC 212 146

Technology-Dependent Children: Hospital v. Home Care: A Technical Memorandum.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-TM-H-38
PUB DATE- May 87
NOTE- 111p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 ($4.75, stock no. 052-0003-01065-8).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Family Influence; *Family Role; Federal Aid; Financial Needs; *Financial Support; *Health Care Costs; Health Insurance; Home Programs; Hospitalized Children; Incidence; *Medical Services; Technological Advancement
IDENTIFIERS- Medicaid; *Technology Dependence

This technical memorandum examines the problems of health care financing encountered by technology-dependent children. A working definition of technology dependence is provided and the prevalence of technology dependence among American children is estimated. Analysis shows that the population of technology-dependent children has increased in size over the past 25 years, and it will probably continue to increase for several more. A principal finding is that the size of the population varies dramatically with the clinical criteria used in the definition. Examination of the relative effectiveness and costs of home versus hospital care found that the cost-saving potential of home care depends to a great extent on attributes of the family and the home environment. Payment for nonhospital care is hindered by lack of coverage and poor coordination between private and public payers. Virtually all very-long-term technology-dependent children requiring a high level of nursing assistance will exceed the limits of their families' private insurance policies and will end up on Medicaid. (JDD)

ED 303 950 EC 212 147

A Guidebook for Evaluating Programs for the Gifted in Virginia School Divisions. A Cooperative Project.

Giles County Schools, Pearisburg, VA.; Montgomery County Public Schools, Rockville, Md.; Pulaski County Schools, VA.; Radford City Schools, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Sep 88
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Curriculum Evaluation; Data Analysis; *Data Collection; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Gifted; *Program Evaluation; *Records (Forms)
IDENTIFIERS- *Virginia

This guidebook aims to provide clear, non-technical descriptions of procedures for evaluating the effectiveness of local gifted education programs in Virginia. The procedures were developed with both external and internal evaluations in mind. The evaluation process is described in four phases: planning, collecting the data, interpreting the data and reporting results, and implementing recommendations. The planning phase involves describing the program, determining general concerns, specifying evaluation questions, identifying sources of information to answer these questions and methods of collecting the information, and assigning time lines and responsibilities. For the data collection phase, the guidebook provides "master data collection instruments" with items indexed to specific evaluation questions so that schools can select those items relating to their specific evaluation plan. Procedures for using simple descriptive statistics to interpret the data are provided. A generalizable format for reporting the evaluation results is offered, along with general guidelines for facilitating the process of making program changes based on the evaluation results. Appendices contain program description forms; evaluation worksheets; and questionnaires for staff, principals, guidance counselors, classroom teachers, supervisory personnel, advisory committees, students, and parents. (JDD)

DOCUMENT RESUME

ED 303 951 EC 212 148

McGuire, Joan M.; And Others
Connecticut's Statewide Follow-up Study of Former Special Education Program Graduates.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Emotional Adjustment; *Employment; Financial Support; Followup Studies; Graduate Surveys; *High School Graduates; *Leisure Time; Postsecondary Education; Special Education; *Vocational Adjustment; Vocational Followup
IDENTIFIERS- Connecticut; *Independent Living

A followup survey was conducted of Connecticut special education graduates. Respondents included 332 young adults (57% of those sampled) who graduated from 1981 through 1984 and were identified as learning disabled (LD), socially/emotionally maladjusted, and educable mentally retarded (EMR). The survey questionnaires focused on employment, community living, and adjustment. The sample was slightly over-representative of EMR students and under-representative of LD students. Results found that 93% of the graduates were single, and only 10% had pursued any postsecondary education. Of the 85% who were currently employed, 50% worked full-time. Service occupations and clerical/sales positions accounted for half of those employed. Seventy-nine percent lived with relatives, with 15% receiving additional money from parents weekly and 24% receiving financial assistance from sources such as relatives and supplementary social security insurance. Three-quarters of the young adults had driver's licenses and over half owned a car or truck. Most former students expressed positive attitudes about their work environment, wages, working hours, and fellow employees, but not with work benefits. A large majority were happy with their current living arrangement, and spent their leisure time listening to music, watching television, and socializing with friends. Significant differences among the groups are also discussed. (JDD)

ED 303 952 EC 212 149

Bryant, Dale; And Others
Research Institute for the Study of Learning Disabilities: Final Report (1980-83).
Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
SPONS. AGENCY- Bureau of Education for the Handicapped (ED), Washington, D.C.
PUB DATE- 30 Sep 83
NOTE- 67p.
CONTRACT- 300-80-0620
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arithmetic; *Cognitive Processes; Elementary Secondary Education; Higher Education; *Learning Disabilities; *Learning Strategies; Memory; Reader Text Relationship; Reading Comprehension; Reading Instruction; Research and Development Centers; Research Problems; *Research Projects; Spelling Instruction; Study Skills; *Teaching Methods

The Research Institute for the Study of Learning Disabilities, established at Teachers College, Columbia University, was guided by the postulation that academic failure experienced by learning-disabled children results from interaction between the way they process information and the information processing demands of the instructional methods employed in their classrooms. Institute goals were to investigate the nature of these information processing deficits, to develop effective instruction for learning-disabled children, and to develop measures based on performance on standardized learning tasks which contribute to an operational definition of learning disabilities. Two approaches were taken toward achievement of the goals: manipulating instruction to circumvent information processing deficits, and teaching learning-disabled children more efficient and effective information-processing strategies. Principal areas of investigation were deliberate memory and study skills, arithmetic, basic reading and spelling, reading comprehension, interaction of characteristics of the text and the reader, and semantic reading and schema application in reading comprehension. Results of the research have been presented in technical reports, journal articles, teachers' manuals, lesson plans, and instructional units. Publications include manuals for teaching reading, spelling, arithmetic, problem-solving, study skills, and so on. This final report of the Institute outlines its organization, major findings, problems, and dissemination activities. (JDD)

ED 303 953 EC 212 150

Program Suggestions for the Provision of Special Education Services to Limited English Proficient Students in Michigan Schools.

Michigan State Board of Education, Lansing. Special Education Services.

PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Background; *Disabilities; *Educational Diagnosis; *Educational Planning; Elementary Secondary Education; *Handicap Identification; *Limited English Speaking; Referral; Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- *Michigan

This document outlines processes necessary for the identification of and the educational planning for limited English proficient students who may be eligible for special education programs in Michigan. The importance of avoiding inappropriate referrals and misdiagnoses due to misinterpretation of cultural and linguistic diversity is stressed. The process involved in determining student placement encompasses seven steps: child study team consultation, referral, evaluation, meeting to develop the individualized education plan (IEP), delivery of programs and services, IEP annual review, and 3-year reevaluation. This guide outlines procedures for pre-referral; referral; evaluation, focusing on language proficiency and dominance, determination of the influences of cultural differences, utilizing translators/interpreters, assessing academic functioning levels of the student in both languages, assessing affective and behavioral components related to the suspected handicap, and special education assignment; continuum of services in both special education and bilingual or English as a second language programs; instructional techniques; and funding sources. (JDD)

ED 303 954 EC 212 251

Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 291p.; Portions printed on colored paper.
CONTRACT- 300800715
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Classroom Techniques; *Delivery Systems; Demonstration Programs; Educational Diagnosis; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Individualized Education Programs; Inservice Teacher Education; Intervention; Preservice Teacher Education; Professional Development; *Program Design; Program Development; *Program Improvement
IDENTIFIERS- Continuum Models; Indiana

Product of a 5-year study designed to improve programming for emotionally handicapped students in the Indiana Public Schools, the document consists of four major components. Section I, "Operationalizing the Definition," focuses on eligibility for services, psychoeducational evaluation procedures and interpretation, documentation of previous intervention efforts, and use of the Behavior Questionnaire (BQ) in assessment and development of the individualized education program (IEP). Appendices in Section I include the BQ, selected bibliography and behavior rating scale summaries, and a sample intervention checklist. Section II describes components necessary for a continuum of services based on severity, need for movement within the continuum, and changing program needs. Aspects of current practice in assessment, intervention, teacher training, interprofessional relationships, and life planning which pose obstacles to effective programming are discussed. Appendices to this section include an annotated bibliography and selected model program descriptions. Section III concentrates on staff development, identifying preservice teacher competencies and inservice competencies for administrators, regular and special education teachers, school psychologists, behavioral consultants, and other related professional and nonprofessional personnel. Curriculum, the topic treated in the final section, looks at classroom management and instruction, behavior management, affective education, and vocational education. References, checklists, and sample forms are appended. (JW)

ED 303 955 EC 212 252

Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students. Teaching Training Modules.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 87
NOTE- 468p.; For related documents, see EC 212 251-264.
CONTRACT- 300800715
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Crisis Intervention; Educational Diagnosis; *Educational Strategies; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interdisciplinary Approach; Interpersonal Communication; Modeling (Psychology); *Professional Development; Student Educational Objectives; Student Evaluation; Teacher Workshops; *Teaching Methods; Teamwork

Five staff development modules are presented, designed for teachers who work with emotionally handicapped students. Intended to be taught by master teachers, each module contains a rationale statement, statement of purpose, scope of instruction, discussion of prerequisites, pretest and posttest, and related handouts and learner activities. Following are sample goals and objectives for each module. (1) Assessment (4 workshops): use of formal assessment information, student records, direct observation, rating scales, and behavioral checklists to assist in identifying specific academic and behavioral problems; conducting an environmental assessment; developing and maintaining appropriate documentation. (2) Development, Implementation, and Evaluation of Individualized Education Programs (IEPs) (2 workshops): participating in the development of functional goals; translating IEP goals and objectives to daily instructional activities; summarizing instructional data to evaluate IEP objectives. (3) Behavior Management and Crisis Intervention (4 workshops): applying 12 specific behavior management techniques; using time out effectively and ethically; facilitating generalization of behavior. (4) Affective Education (8 workshops): demonstrating invitational behavior and behavioral modeling; maintaining an appropriate classroom climate; developing students' problem-solving and coping skills. (5) Consultation, Training, and Teacher Roles: (6 workshops): developing essential consultation communication skills; functioning effectively as a member of a multidisciplinary team; designing parent involvement activities. (JW)

ED 303 956 EC 212 253

Training Modules for School Psychologists.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Sep 87
NOTE- 194p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Rating Scales; Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; Handicap Identification; *Individualized Education Programs; *Psychological Evaluation; Psychological Testing; Questionnaires; School Psychologists; Student Educational Objectives; Student Evaluation; Workshops

Two workshops for school psychologists focus on psychoeducational assessment and development of individualized education programs (IEPs) for emotionally handicapped (EH) students. Each workshop includes a rationale statement, statements of purpose, scope, and prerequisite skills, learning activities, supplementary reports or case studies, and bibliography. The workshop on assessment, whose purpose is to present a best practice procedure for identification of EH students, addresses the topics of eligibility, problem identification, and data collection. Among purposes cited for the IEP workshop is the development of goals and objectives of a social and emotional nature, based on psychological evaluation data. Application activities for this workshop concentrate in particular on the development of statements of annual goals and short-term objectives. A pretest/posttest is provided. Appendices, which comprise the bulk of the document, consist of handouts to accompany each workshop. Handouts include family history and information forms, request for special education services, medical history inventory, a behavior questionnaire to be completed by teachers,

summary descriptions of behavioral and personality assessment instruments, and suggested strategies for managing social, emotional, and behavioral problems which can be used as recommendations for implementing IEP objectives. (JW)

ED 303 957 EC 212 254

Related Service Personnel's Resource Guide for Supporting Programs for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87
NOTE- 31p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; Humanistic Education; Individualized Education Programs; Interpersonal Competence; *Interprofessional Relationship; *Pupil Personnel Services; Student Characteristics

The guide provides an information resource for related and supportive services personnel (e.g., school nurse, physical therapist, speech language pathologist) in their interactions with emotionally handicapped (EH) students. Following a definition of EH students, the first of six brief chapters discusses student characteristics, presents three profiles of EH students, and defines the concepts of continuum of services and least restrictive environment (LRE). Chapter II describes the integrated service delivery model, the role of related and supportive service personnel as participants in the individualized education program (IEP) conference, and the importance of interpersonal communication. Chapter III lists alternative responses to negative student behaviors that may occur during the assessment process, while the fourth chapter summarizes affective education and functional curriculum models and touches on the subject of grading. Behavior management is the focus of Chapter V, which outlines the range of behaviors exhibited by EH students and lists strategies and interventions used to manage behavior (behavior modification, contingency contracting, reinforcers). Chapter VI consists of 17 tips for related services personnel in dealing with students and other professionals. A bibliography is appended. (JW)

ED 303 958 EC 212 255

Social Worker's Resource Guide for Supporting Programs for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87
NOTE- 51p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; Humanistic Education; Individualized Education Programs; Interpersonal Competence; *Interprofessional Relationship; Parent School Relationship; *Pupil Personnel Services; *School Social Workers; Student Characteristics; Student School Relationship

The guide is intended to serve as an information resource for school social workers in their interactions with emotionally handicapped (EH) students and their teachers. Following a definition of the EH student, the first of six brief chapters uses a question-and-answer format to discuss the role of the social worker in student assessment and the individualized education program (IEP) meeting, including a typical agenda and examples of case conference materials. The IEP is the focus of the second chapter, and a sample IEP form is provided. Chapter III outlines the range of behaviors exhibited by EH students and discusses behavior management strategies and interventions (behavior modification, contingency contracting, reinforcers). The role of the social worker in facilitating behavior management plans and goals is described, and sample report forms and checklists are provided. Chapter IV summarizes affective education and provides a list of relevant readings. The importance of interprofessional and parent communication is highlighted in Chapter V, while a final chapter consists of 31 tips for social workers in dealing with students and teachers. Three appendices deal with the topics of parental rights, continuum of services, and the placement process. A glossary and bibliography conclude the document. (JW)

ED 303 959 EC 212 256

Counselor's Resource Guide for Supporting Programs for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87
NOTE- 56p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; *Counselor Role; Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; Graduation Requirements; *Helping Relationship; Humanistic Education; Individualized Education Programs; *Interprofessional Relationship; Student Placement; Student School Relationship

The guide is intended as an information resource for school counselors in their interactions with emotionally handicapped (EH) students and their teachers. Following a definition of EH students, the first of seven brief chapters uses a question-and-answer format to discuss the counselor's role in student assessment and the individualized education program (IEP) conference. The IEP is the focus of Chapter II, while Chapter III outlines the range of behaviors exhibited by EH students and lists behavior management strategies and interventions (behavior modification, contingency contracting, reinforcers). The role of the school counselor in facilitating behavior management plans and goals is described, and sample report forms and checklists are included. Chapter IV summarizes affective education and provides a list of relevant readings. Interprofessional communication is addressed in the fifth chapter, with attention to student scheduling, grading, and graduation requirements. Administrative responsibilities of the school counselor are discussed in Chapter VI, including knowledge of legal procedures, record keeping, and suspension and expulsion. A final chapter lists 35 tips for dealing with students and professionals. Three appendices deal with the topics of parental rights, continuum of services, and the placement process. A glossary and bibliography conclude the document. (JW)

ED 303 960 EC 212 257

Principal's Guide for Implementing and Managing Programs for Seriously Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 86
NOTE- 57p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Behavior Disorders; Curriculum; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interprofessional Relationship; Legal Responsibility; Professional Development; Program Design; *Program Evaluation; Teacher Administrator Relationship; Teacher Evaluation

The guide is intended as an information resource for building level administrators who supervise educational programs for emotionally handicapped (EH) students. Following a definition of EH students, the first of six chapters discusses steps in starting an EH class, including considerations in the areas of personnel, the physical classroom environment, scheduling, grading, crisis intervention, and parent involvement. Chapter II focuses on evaluating the EH teacher in terms of behavior management, classroom climate, physical environment, curriculum and instruction, relationship with instructional aides, the individualized education program (IEP) case conference, personal growth, and interprofessional communication skills. Support systems for the EH teacher and program, including staff development activities, are outlined in Chapter III, while Chapter IV presents a rationale and goal statement for each of five curriculum program components (classroom management and instruction, behavior management, affective education, vocational education, academics). Legal aspects of special education are discussed in Chapter V, including proper evaluation and placement, discipline, grades and credit toward graduation, and liability of school personnel. Thirty tips for administrators in dealing with EH students, parents, and teachers are listed in the final chapter. Appendices describe a service delivery continuum and provide classroom floor plans. A bibliography is appended. (JW)

ED 303 961 EC 212 258

Resource Guide for Community Agencies and Contractual Service Providers for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87

NOTE- 35p.; For related documents, see EC 212 251-264.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Agency Cooperation; *Agency Role; *Behavior Disorders; *Community Services; Confidentiality; Cooperative Planning; Curriculum; Delivery Systems; Due Process; Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interprofessional Relationship; Student Placement

The guide is intended as an informational resource for members of community agencies or contracted service providers who are involved in the education and/or welfare of emotionally handicapped (EH) students. Following a definition of EH students, the first of eight brief sections outlines procedures for referral and evaluation, case conference responsibilities and participants, the individualized education program (IEP), and the annual case review. The second section describes due process and procedural safeguards, while the third focuses on the concept of continuum of services. Section 4 addresses specific areas of EH programming, including IEP implementation and curriculum components (academics, vocational education, classroom and behavior management, affective education). Section 5 treats the topic of facilitating interagency cooperation and offers 20 tips to enhance communication among professionals. Section 6 discusses the role of surrogate parents in relation to the education of EH students, while Section 7 focuses on confidentiality. A final section addresses issues related to the provision of contracted services for EH students. Five supplementary forms and checklists are appended, and a glossary and bibliography conclude the document. (JW)

ED 303 962 EC 212 259

Custodians' and Cafeteria Workers' Resource Guide for Supporting Programs for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87
NOTE- 11p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; Interpersonal Relationship; *Pupil Personnel Services; Social Networks; Student Characteristics; *Student School Relationship

The document is intended to provide practical information to custodians and cafeteria workers who come into contact with emotionally handicapped (EH) students during the course of their work day. An initial section describes typical characteristics of EH students and lists examples of such negative behaviors as noncompliance, physical and verbal aggression, attention-seeking, and inadequate social skills. Next, the role of support staff in relating to the EH student is discussed, including such practical advice as knowing whom to contact if behavior problems are observed, exercising patience, and refraining from criticizing students in front of others. A final list of 10 suggestions for handling surface behavior includes fairness, planned ignoring, making efforts to enhance students' self-esteem, and being specific, consistent, and simple with rules. (JW)

ED 303 963 EC 212 260

Secretary's Resource Guide for Supporting Programs for Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 87
NOTE- 14p.; For related documents, see EC 212 251-264.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; *Interpersonal Communication; Interprofessional Relationship; Pupil Personnel Services; Self Esteem; Self Evaluation (Individuals); Student Characteristics; *Student School Relationship

The document is intended to serve as resource information for school secretaries who interact with emotionally handicapped (EH) students. An initial section describes typical characteristics of EH students and lists examples of such negative behaviors as noncompliance, physical and verbal aggression, attention-seeking, and inadequate social skills. The role of support personnel in relating to the EH student is discussed, emphasizing the importance of effective communication. Self-evaluation tools include a criteria scale for building self-esteem in students and a communication habits checklist. Among 13 tips for secretaries are recommendations for establishing procedures with the principal for interacting with EH students, modifying questions or answers to meet student needs, and maintaining confidentiality. A final list of 10 suggestions for handling surface behavior includes planned ignoring, fairness, avoiding negative statements of control, and being specific, consistent, and simple with rules. (JW)

ED 303 964 EC 212 261

Training Module for Bus Drivers Working with Emotionally Handicapped Students.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87

NOTE- 33p.; For related documents, see EC 212 251-264.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Ancillary School Services; *Behavior Disorders; Behavior Modification; Bus Transportation; Discipline; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; Interpersonal Competence; School Buses; Student School Relationship; *Student Transportation

The module provides training information for school bus drivers who interact with emotionally handicapped (EH) students. An initial description of characteristics of EH students and support staff responsibilities is followed by a discussion of transportation services for handicapped students. The development of a behavior management plan with four components (assessment, planning, implementation, evaluation) is seen as providing a structured, consistent, positive way to teach appropriate student behaviors. Following behavioral assessments, planning for behavior management intervention includes general suggestions for handling incidents (e.g., maintain composure, start each day with a clean slate). Among suggestions for preventive planning are selection of clothing and accessories that permit rapid, unencumbered movement, wearing short hair, and keeping items of high personal value away from the bus. Strategies for behavior management, including suggested bus rules for students, are outlined, and steps in the implementation of the behavior management plan (verbal warning, change of seating assignment, written report) are described. Five overheads supplement the material presented, and eight handouts include self-evaluation checklists, sample reports of bus incidents and individual student behavior, and a tip sheet for relating to the EH student in a positive manner. (JW)

DOCUMENT RESUME

ED 303 965 EC 212 262

Parent Involvement Training Modules.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

PUB DATE- Jun 87

NOTE- 139p.; For related documents, see EC 212 251-264.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interpersonal Competence; *Parent Education; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Teacher Workshops

A series of workshops on parent involvement is intended to help teachers of emotionally handicapped (EH) students work effectively and collaboratively with parents. Six workshops address the following separate topic areas: (1) variables which concern families whose children have been diagnosed and placed in EH programs (e.g., changing schools, safety concerns, negative modeling); (2) rights and responsibilities of parents and teachers with regard to the individualized education program (IEP); (3) a model for involving parents in the education of their EH child (needs assessment, selection of goals and objectives, implementation of activities, evaluation); (4) guidelines for parent involvement (sensitivity to the uniqueness of families, helping parents become problem solvers, collaboration, IEP participation); (5) facilitating parent-teacher collaboration through a variety of information-sharing activities; (6) strategies for relating to parents in difficult situations (e.g., dealing with parents who are angry, uninvolved, or need counseling). Sample activity forms, handouts, and overheads are included, as well as lists of readings and resources where appropriate. (JW)

ED 303 966 EC 212 263

Module for Training Paraprofessionals Working in Classrooms for Students with Emotional Handicaps.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 88
NOTE- 194p.; For related documents, see EC 212 251-264.
CONTRACT- 300800715
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Confidentiality; Elementary Secondary Education; *Emotional Disturbances; Ethics; *Helping Relationship; Individualized Education Programs; Individualized Instruction; Interpersonal Competence; *Paraprofessional School Personnel; *Teacher Aides; Time Management

Ten modules for training paraprofessionals who work in classrooms for students with emotional handicaps address the following topics: (1) awareness of emotionally handicapped (EH) students and the educational programs and services designed to meet their needs (assessment, evaluation, the individualized education program, case conferences, social skills instruction, self-esteem); (2) structuring the learning environment (room arrangements, scheduling, rules); (3) effective behavior management principles (consistency, structure, objectivity, ethics) and techniques (reinforcement, contingency contracting, token economy, cueing, shaping, extinction, time out, imagery, proximity control, modeling); (4) communication skills (listening and problem-solving); (5) adapting instructional activities and materials to meet individual needs; (6) observing and documenting student behavior (systematic observation and data collection systems); (7) affective education; (8) interactive skills, including verbal and nonverbal communication; (9) effective time management for the paraprofessional; (10) legal and ethical issues relating to confidentiality and selected behavior management techniques. Qualifications and responsibilities of a paraprofessional are listed in an appendix. Modules include supplementary handouts, forms, overhead transparencies, and pretest/posttests. (JW)

ED 303 967 EC 212 264

Behavioral Consultant Training Module.

Indiana State Dept. of Education, Indianapolis. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 88
NOTE- 65p.; For related documents, see EC 212 251-263.
CONTRACT- 300800715
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; *Consultants; Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; *Helping Relationship; Interpersonal Competence; *Interprofessional Relationship; Professional Development; Referral

This training module describes and defines the role of the behavioral consultant and strategies for time management, problem solving, providing teacher support, and establishing collaborative relationships within the school, between home and school, and between school and community. The first of three workshops addresses the role of the behavioral consultant as a resource person, diagnostician, and trainer whose responsibilities include providing suggestions for adapting materials, referral to outside agencies for additional services, behavior management suggestions, follow-up for all intervention recommendations, classroom observation, student and teacher interviews, case conference participation, assistance to regular and special education teachers, and providing staff development workshops. A second workshop focuses on competency in organizational skills (time management, maintaining files), while the third addresses interpersonal skills in the form of problem-solving, verbal and nonverbal communication, and personal coping. Sample report forms and handouts (including a copy of the Behavior Questionnaire) are provided, and a list of references concludes the document. (JW)

ED 303 968 EC 212 265

Architect: Final Version Signfont Handbook.

Emerson and Stern Associates, San Diego, CA.; Salk Inst. for Biological Studies, San Diego, Calif.

SPONS. AGENCY- National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.
PUB DATE- Oct 87
NOTE- 68p.
GRANT- BNS-86-09085; HD-13249
AVAILABLE FROM- Edmark Corp., P.O. Box 3903, Bellevue, WA 98009-3903 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Deafness; *Expressive Language; Language; Manual Communication; Secondary Education; *Sign Language; Skills; *Written Language

The manual teaches SignFont, a written form of sign language. Following a brief introduction, the first of three major sections describes the SignFont alphabet, structured according to the parts of every sign that is written (handshape, action area, location, movement). The second section discusses in greater detail how the SignFont characters are put together to spell signs, including a section on writing basic non-manuals (facial expressions and body language) that change the grammar or meaning of a sign. Answers to exercises in the manual precede the third major section, which consists of a dictionary of several hundred written signs. (JW)

ED 303 969 EC 212 266

Gugerty, John J.; And Others

Profiles of Success Serving Secondary Special Education Students through the Carl D. Perkins Vocational Education Act: 12 Exemplary Approaches.

Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 582p.; For related document, see EC 212 267.
GRANT- G008630038

AVAILABLE FROM- University of Wisconsin-Madison, School of Education, Vocational Studies Center, 964 Educational Science Building, 1025 W. Johnson St., Madison, WI 53706 ($35.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Demonstration Programs; *Disabilities; Educational Legislation; Program Design; Program Effectiveness; Program Evaluation; Secondary Education; *Validated Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Effective Schools Research

The report presents detailed descriptions of 12 exemplary secondary vocational education programs for students with special needs. Programs were selected by a panel of experts from 250 nominated projects and programs, of whom 96 completed a lengthy questionnaire. Site visits were made to each of the 12 finalists. Criteria for selection included response to the relevant mandates of the Carl D. Perkins Vocational Education Act, as well as aspects of program delivery such as administrative structure, interagency linkages, inservice training, and program evaluation. Each profile begins with a summary of program objectives, key features, staffing patterns, financial data, and number of students served. The next section describes how the program met the mandates of the Carl D. Perkins Vocational Education Act relating to secondary level special education students. Performance data supporting program effectiveness are presented next, while a subsequent section describes other significant program components including transcripts of interviews with local staff and information on replicable aspects of the program. Sample forms and related exhibits constitute the final section of each profile. Research on effective schools and themes common to the 12 exemplary programs are discussed in the final pages of the document. (JW)

ED 303 970 EC 212 267

Gugerty, John J.; And Others
Profiles of Success Serving Secondary Special Education Students through the Carl D. Perkins Vocational Education Act: 10 Creative Approaches.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 88
NOTE- 273p.; For related document, see EC 212 266.
GRANT- G008630038
AVAILABLE FROM- University of Wisconsin-Madison, School of Education, Vocational Studies Center, 964 Educational Science Building, 1025 W. Johnson St., Madison, WI 53706 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Demonstration Programs; *Disabilities; Educational Legislation; Program Design; Program Effectiveness; Program Evaluation; Secondary Education; *Validated Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Effective Schools Research

The report presents detailed descriptions of 10 secondary vocational education programs selected as exemplifying creative approaches to serving the needs of students with special needs. Programs were selected by a panel of experts from among 250 nominees, of whom 96 completed a lengthy questionnaire. Site visits were made to each program. Criteria for selection included response to the mandates of the Carl D. Perkins Vocational Education Act, as well as aspects of program delivery such as interagency linkages, inservice training, and program evaluation. Each profile begins with a summary of program objectives, key features, staffing patterns, financial data, and number of students served. The next section describes how the program met the mandates of the Carl D. Perkins Vocational Education Act relating to secondary level special education students. Performance data supporting program effectiveness are presented next, while a subsequent section describes other significant program components including transcripts of interviews with local staff and information on replicable aspects of the program. Sample forms and related exhibits constitute the final section of each profile. Research on effective schools and themes common to the exemplary programs are discussed in the final pages of the document. (JW)

ED 303 971 EC 212 269

Jones, Joan
Policies, Guidelines, and Services for the Developmentally Disabled Student at Oxnard College.

PUB DATE- Aug 88
NOTE- 108p.; Ph.D. Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Community Colleges; Delivery Systems; *Developmental Disabilities; Eligibility; Needs Assessment; Special Programs; Student Personnel Services

The study examined policies of the California community colleges concerned with serving the developmentally disabled adult; identified programs and related services offered to this population at the community colleges; and determined eligibility criteria for these programs. It also developed policies, guidelines, educational services, and related services for the developmentally disabled learner at Oxnard college as well as a plan for implementing and evaluating this program. A mail-in questionnaire and telephone interviews were used to collect data. Findings revealed that: (1) 25% of the 106 California community colleges had established on-campus programs for students with developmental disabilities; (2) mandatory assessment and program placement were provided in over 70% of the colleges for this population; (3) the most widely utilized services were special classes, counseling, and physical education; (4) the range in student enrollment was from 13 students to over 1,200 students. The study concluded that programs for students with developmental disabilities on the California college campuses are relatively rare, that not all of the colleges perceive a need to offer services to these students; that special education personnel have not been providing consistent inservice training to regular college faculty and staff, and that there are few available resources for developing programs for this student population. (Author/DB)

ED 303 972 EC 212 270

Longitudinal Studies of the Effects and Costs of Early Intervention for Handicapped Children. Annual Report 1987-88.

Utah State Univ., Logan. Early Intervention Research Inst.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 1 Oct 88
NOTE- 687p.; Additional support was provided through the State of Utah.
CONTRACT- 300-85-0173
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Infants; Instructional Effectiveness; *Intervention; Longitudinal Studies; *Outcomes of Education; *Preschool Education; Prevention; *Program Effectiveness
IDENTIFIERS- *Early Intervention

The 1987-88 annual report reviews progress on 17 longitudinal studies to determine the efficacy of early intervention with handicapped children. The overview chapter reviews previous research on this topic; considers ethical, practical, and scientific considerations of randomized experiments in early childhood special education; examines benefits and procedures for economic evaluations, and describes the design of the longitudinal studies. The second section reports the preliminary findings of each of the 17 studies. In addition the following cross study issues are considered: intervention with medically fragile infants and young children; comparison of parent-infant interaction coding systems; assessment of family functioning; family characteristics, family type, and stress in families with children who are handicapped; relationship of demographic and family functioning variables to parent involvement; measurement of parent involvement; costs of early intervention; and evaluation of the usefulness of the Battelle Developmental Inventory for making special education eligibility and placement decisions. The final chapter describes the Early Intervention Program Inventory, a data base intended to facilitate the comparison of results of program evaluations. Briefly noted are reports on the advisory committee, the graduate student training component, and dissemination activities. Appendixes include guidelines for interpreting outcome measures, the Early Intervention Program Inventory, and the agenda and minutes of the Advisory Committee. (Author/DB)

ED 303 973 EC 212 271

Payne, Sidney L.
Parent Education To Improve Parental Involvement in IEP's for Severely Head-Injured Children in Grades 1-12.

PUB DATE- 24 Aug 88
NOTE- 187p.; Ed.D. Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Elementary Secondary Education; *Individualized Education Programs; Injuries; *Knowledge Level; *Neurological Impairments; *Parent Attitudes; *Parent Education; Parent Participation; Parent School Relationship
IDENTIFIERS- *Head Injuries

The practicum was designed to assist parents of head-injured children in dealing with the special education system. The program provided parents with information about the special education system and encouraged them to take an active role at the Individualized Education Program (IEP) conference. Parents were also helped to better understand the changes in their head-injured child. Interviews with 28 parents of head-injured children revealed that parents were not being active participants at their child's IEP meeting. Feelings of stress, lack of knowledge about the purpose of an IEP, and negative feedback from school personnel were causes most often cited by parents for their passive role. Parent training sessions were designed and implemented to teach parents about: Public Law 94-142, the Education for All Handicapped Children Act; neuropsychological assessments; cognitive impairments; sensory and perceptual difficulties; social and emotional difficulties; and IEPs. Results of the practicum were positive. The program increased the parents' knowledge and understanding about the educational needs of their head-injured child. (Author/DB)

ED 303 974 EC 212 272

Smith, Patricia McGill
The Regular Special Education Initiative.

PUB DATE- 1 Apr 88
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Government Role; *Mainstreaming; *Mild Disabilities; *Research Projects; *Special Education
IDENTIFIERS- *Regular and Special Education Cooperation

The presentation of Patricia McGill Smith of the Office of Special Education and Rehabilitation Services reviews recent activities of this office to improve educational services for the disabled. Among topics covered are the Regular Education Initiative and research activities concerned with the regular education setting as the primary context of instructional change. Recently funded studies concern enhancing instructional program options, increasing teaching and learning efficiency, educating learning disabled and mildly handicapped students in general education classrooms, and use of school building models for educating students with handicaps in general education settings. Also explained is a currently funded research synthesis project titled: Synthesis on Research in Educating Children with Handicaps in the General Education Setting. The proposed Center for Educating Students with Handicaps in Regular Education Settings is described. Finally, other activities related to the Regular Education Initiative and future directions are briefly considered. (DB)

ED 303 975 EC 212 273

Swartz, Stanley L.; Mosley, William J.

An Analysis of State Special Education Nondiscriminatory Evaluation Policy and Procedures.

PUB DATE- Oct 88
NOTE- 28p.; Paper presented at the Symposium on Culturally Diverse Exceptional Children (Denver, CO, October 28-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Legislation; *Educational Policy; Educational Practices; Elementary Secondary Education; Eligibility; Evaluation Methods; Federal Legislation; *Handicap Identification; State Standards; *Student Evaluation; *Student Placement; Test Bias

The survey of all 50 state departments of education (and the District of Columbia examined nondiscriminatory evaluation policy. The examination of state policy documents included both an analysis of regulatory language and implementation procedures. State adherence to Public Law 94-142 Protection in Evaluation Procedures (PEP) and the development of additional state procedures to ensure non-bias in the identification process were also reviewed. Results are presented in tabular form by state for such areas as: statement of nondiscriminatory evaluation intent, preplacement evaluation, evaluation procedures, administration of evaluation instruments in child's native language or communication mode, validity of measure for purpose used, administration by trained personnel, care that test measures ability rather than impaired skills, use of multiple criteria for program eligibility, evaluation by multidisciplinary team, and assessment in all areas related to suspected disability. It is concluded that states are not adequately implementing the provisions of PEP. For example, only 11 states have developed guidelines designed to implement the nondiscriminatory requirement. (DB)

ED 303 976 EC 212 274

Christenson, Sandra L.; And Others
Instructional Effectiveness: Implications for Effective Instruction of Handicapped Students. Monograph No. 4. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 87
NOTE- 94p.; Some tables will not reproduce.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; *Program Effectiveness; Special Education; *Teacher Effectiveness; Teaching Methods

The monograph summarizes findings from literature concerned with instructional effectiveness and applies those findings to the education of handicapped students. Emphasis is given to the relationship between instructional variables and positive academic outcomes for students. Characteristics of effective instruction for regular education, characteristics of effective teaching programs and models, and characteristics of effective instruction for special education students are described. Particular emphasis is given to the positive effects of teachers' instructional matching, expectations, instructional and management strategies and the effect of the amount of student academic engaged time on student achievement. Among general characteristics of effective instruction identified are substantive teacher-student interaction, maximization of student success and academic engaged time, and data-based instructional planning. Programs yielding positive academic outcomes for special education students are described and include the Exemplary Center for Reading Instruction, Direct Instruction, classwide peer tutoring, cooperative learning, and the Adaptive Learning Environments Model. (Author/DB)

ED 303 977 EC 212 275

Ysseldyke, James E.; And Others
Instructional Factors that Influence Student Achievement: An Integrative Review. Monograph No. 7. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 49p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Classroom Techniques; Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; *Learning Processes; Student Educational Objectives; Student Evaluation; *Teacher Effectiveness; *Teaching Methods; Time on Task

The monograph provides an integrative review on the environmental and instructional factors that appear to be most conducive to the complex, interactive, and interdependent process of learning. Ten instructional strategies empirically documented to have a critical impact on a student's ability to learn are discussed in detail. They are: (1) The degree to which classroom management is effective and efficient; (2) The degree to which there is a sense of "positiveness" in the school environment. (3) The degree to which there is an appropriate instructional match; (4) The degree to which teaching goals and teacher expectations of student performance and success are stated clearly and are understood by the student; (5) The degree to which lessons are presented clearly and follow specific instructional procedures; (6) The degree to which instructional support is provided for the individual student; (7) The degree to which sufficient time is allocated for academics and instructional time is used efficiently; (8) The degree to which the student's opportunity to respond is high; (9) The degree to which the teacher actively monitors student progress and understanding; and (10) The degree to which student performance is evaluated appropriately and frequently. (DB)

ED 303 978 EC 212 276

Ysseldyke, James E.; And Others
The Qualitative Nature of Instruction for Mentally Retarded, Learning Disabled, and Emotionally Disturbed Elementary Students in Special Education Settings. Research Report No. 5. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 48p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; Diagnostic Teaching; Drills (Practice); Educational Practices; Elementary Education; Emotional Disturbances; Feedback; Instructional Design; *Instructional Effectiveness; Intervention; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *Teacher Effectiveness; Teaching Methods

The study examines the extent to which categorical differences exist in the qualitative nature of instruction for mildly handicapped students. Interviews and observations were conducted of 30 learning disabled (LD), 32 emotionally-behaviorally disturbed (EBD), and 30 educable mentally retarded (EMR) students in grades 2-4. Instruction was evaluated in terms of six instructional clusters based on principles of effective instruction: (1) instructional planning, (2) instructional presentation, (3) checking for student understanding, (4) task relevance, (5) practice, and (6) feedback. In general, the average ratings on the instructional clusters were high for all groups. Quality of instruction was very similar for LD and EBD groups. Instruction of EMR students, however, was rated lower on checking for student understanding, instructional presentation, and task relevance. The study raises questions concerning the value of classifying students and suggests more emphasis on monitoring the effectiveness of instruction for each student's progress. (DB)

DOCUMENT RESUME

ED 303 979 EC 212 277

Ysseldyke, James E.; And Others
Student-Teacher Ratios for Mildly Handicapped Children in Special Education Settings. Research Report No. 7. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 33p.; Appendix A will not reproduce.
GRANT- G008630068
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Grouping (Instructional Purposes); Mainstreaming; *Mild Disabilities; National Surveys; Resource Teachers; *Special Education Teachers; Student Placement; *Teacher Student Ratio

The national survey of 141 elementary and 79 secondary special education teachers documents current student-teacher ratios and instructional arrangements for students with mild handicaps receiving at least some instruction in the mainstream classroom. Overall the average student-teacher ratio was 4.7:1 with a range of 1:1 to 15:1. Minor differences were found as a result of the students' categorical designations (learning disabled, emotionally/behaviorally disordered, mentally retarded, and speech impaired) and the elementary vs secondary distinction. The most frequently identified basis for selecting students for instructional groupings, regardless of category, was the student's level of academic performance, followed by standardized psychological test scores, and student learning styles matched with teaching methods. The survey also found that teachers were generally unfamiliar with their local district guidelines for student-teacher ratios and caseloads. The survey form, list of criteria for selection of teachers for the survey, and criteria for responses on methods of grouping are appended. (Author/DB)

ED 303 980 EC 212 282

O'Leary, James P., Ed.; O'Reagan, James R., Ed.

Technology Utilization, the Key to Independence. Proceedings of the Annual Conference on Rehabilitation Engineering (5th, Houston, Texas, August 22-26, 1982). Volume 2.

Rehabilitation Engineering Society of North America, Washington, DC.

PUB DATE- Aug 82

NOTE- 174p.; For related proceedings, see ED 265 284, ED 274 773, and EC 212 283.

AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Assistive Devices (for Disabled); Biofeedback; Biomechanics; Communication Aids (for Disabled); Delivery Systems; Electromechanical Aids; *Engineering Technology; *Human Factors Engineering; Human Posture; Mainstreaming; Microcomputers; Mobility Aids; *Normalization (Handicapped); *Physical Disabilities; *Rehabilitation; Sensory Aids; Student Projects; Vocational Rehabilitation; Wheelchairs

This document contains abstracts of all papers presented at the conference. The papers demonstrate how the results of rehabilitation engineering activities have increased the independence of handicapped people and enabled them to more easily integrate their lives into the mainstream of society. The 136 abstracts are organized into the following sections: "Communication Technology," "Systems and Devices for Daily Living," "Service Delivery," "Computer Applications," "Orthotic Devices and Systems," "Neuromuscular Systems," "Assistive Devices," "Work Site and Vocational Rehabilitation," "Biomechanics and Measurements," "Seating and Posture Control," "Interfaces and Biofeedback," "Wheelchairs and Mobility," "Aids for People with Sensory Impairments," and "Student Design Competition." The abstracts are generally one page in length and many contain charts, graphs, or photographs. (JDD)

ED 303 981 EC 212 283

Bowman, Bruce R., Ed.
The Promise of Technology. Proceedings of the Annual Conference on Rehabilitation Engineering (6th, San Diego, California, June 12-16, 1983). Volume 3.
Rehabilitation Engineering Society of North America, Washington, DC.
PUB DATE- Jun 83
NOTE- 487p.; For related proceedings, see ED 265 284, ED 274 773, and EC 212 282.
AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($15.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Biofeedback; Biomechanics; Communication Aids (for Disabled); Delivery Systems; Electromechanical Aids; Electronic Control; *Engineering Technology; *Human Factors Engineering; Human Posture; Microcomputers; Mobility Aids; *Normalization (Handicapped); *Physical Disabilities; Physical Mobility; Prostheses; Recreation; *Rehabilitation; Robotics; Sensory Aids; Student Projects; Transportation; Vocational Rehabilitation; Wheelchairs
IDENTIFIERS- Electrical Stimulation; Independent Living

These proceedings contain abstracts of 164 papers in the area of interdisciplinary rehabilitation research, focusing on the theme of "The Promise of Technology." The abstracts are organized into the following sections: "Home and Worksite Modification," "Computers and Microprocessor Systems," "Neuromuscular Electrical Stimulation," "Transportation," "Wheelchairs," "Communication Aids," "Seating and Pressure," "Control Interfaces," "Independent Living Aids," "Functional Assessment," "Aids for Sensory Impaired," "Biofeedback and Therapeutic Equipment," "Biomechanics, Motion Analysis, and Robotics," "Recreational Equipment," "Service Delivery and Vocational Rehabilitation," "Special Session: Orthotics/Prosthetics," and "PVA (Paralyzed Veterans of America) Student Design Competition." The detailed abstracts contain diagrams, charts, graphs, photographs, and references. (JDD)

ED 303 982 EC 212 286

International Conference on Rehabilitation Engineering: Proceedings (2nd, Ottawa, Canada, June 17-22, 1984). Combined with RESNA 7th Annual Conference. Volume 4 = Conference internationale sur la technologie de reeducation fonctionnelle: compet rendu (2nd, Ottawa, Canada, Juin 17-22, 1984). Tenue parallelement a la RESNA 7e conference annuelle.

Rehabilitation Engineering Society of North America, Washington, DC.

PUB DATE- Jun 84

NOTE- 639p.; Sponsored by the National Research Council Canada, RESNA, and the Canadian Medical and Biological Engineering Society. A small portion of the document is in French, abstracts are in French and English. For related document, see EC 212 287.

LANGUAGE- English; French

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Assistive Devices (for Disabled); Biofeedback; Biomechanics; Communication Aids (for Disabled); Computers; Delivery Systems; *Engineering Technology; Hearing Impairments; Human Posture; Information Systems; Microcomputers; *Normalization (Handicapped); *Physical Disabilities; Prostheses; *Rehabilitation; Visual Impairments; Wheelchairs

IDENTIFIERS- Electrical Stimulation; Environmental Control; *Independent Living; Walking

These proceedings contain 271 papers in English and 15 in French, representing research and development efforts in 19 countries. On the topic of wheelchairs, 28 papers address their design, performance, evaluation, and fabrication. The field of prosthetics and orthotics is represented by 33 papers discussing devices for upper extremities, lower limbs, and evaluation and fabrication. Thirty-one papers on computers address issues relating to access, adaptations, applications, and ocular and vocal interfaces. Sections on independent living contain 34 papers relating to home and worksite modifications, ability/skill assessments, robotics, and adapted aids. Technology for the hearing handicapped is discussed in 24 papers, and 12 papers are included on technology for the visually handicapped. In the area of communication aids, 14 papers focus on the design and evaluation of various devices. The 22 papers on neural prosthetics are divided into a section on stimulation parameters and a section on functional electrical stimulation. Other sections deal with selection of technical aids, service delivery programs, technology diffusion and product development, information systems and education, biofeedback therapy, postural and seating aids, biomechanics, environmental control systems, and gait studies. (JDD)

ED 303 983 EC 212 287

Special Sessions: International Conference on Rehabilitation Engineering (2nd, Ottawa, Canada, June 17-22, 1984). Combined with RESNA 7th Annual Conference = Seances speciales: conference internationale sur la technologie de reeducation fonctionnelle (2nd, Ottawa, Canada, Juin 17-22, 1984). Tenue parallelement a la RESNA 7e conference annuelle.

Rehabilitation Engineering Society of North America, Washington, DC.

PUB DATE- Jun 84

NOTE- 300p.; Sponsored by the National Research Council of Canada, RESNA, and the Canadian Medical and Biological Engineering Society. Abstracts are in French and English. For related document, see EC 212 286.

LANGUAGE- English; French

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Assistive Devices (for Disabled); Blindness; Communication Aids (for Disabled); *Engineering Technology; Hearing Impairments; Models; *Normalization (Handicapped); *Physical Disabilities; Prostheses; *Rehabilitation; Visual Impairments; Vocational Rehabilitation

IDENTIFIERS- Spinal Cord Injuries

These proceedings of the conference's Special Sessions contain 85 papers organized into the following sections: "Implant Materials and Devices," "Communication Aids," "Neural Prosthetics for the Disabled," "Current Concepts in Spinal Cord Rehabilitation," "New Models in Rehabilitation," "Communication Aids for the Hearing Impaired," "Vocational Rehabilitation," "Prosthetics and Orthotics," "Blind, Visually Impaired," and "Adaptive Aids." Included are the following papers: "Engineering Design of Implant Systems" (G. McNeice); "Communication Interaction Between Aid Users and Natural Speakers--An International Perspective" (A. Kraat); "Electrical Control of Bladder Function in the Paralyzed" (A. Talalla and J. Bloom); "Biomechanics of Spinal Reconstruction" (R. Whitehill); "Transcendence Towards an Ethics of Rehabilitation" (D. Roy); "Coding of Speech in Cochlear Implants" (M. Merzenich); "Employing Severely Disabled Persons in Computer-Related Fields" (C. Warren); "Linking Rehabilitation Technology to Rehabilitation Service Delivery" (C. Whitcraft and C. Laenger, Sr.); "The Use of Electrical Stimulation for the Treatment of Scoliosis in Children" (M. Herbert); "Technological Change and Employment of Blind and Visually Impaired People" (F. Schmidt); "Questionable Devices" (A. Enders); and "Implications of the Environment for Persons with Disabilities" (P. Cluff). (JDD)

ED 303 984 EC 212 288

Norman, Loretta K., Ed.; Friesen, Barbara J.

National Directory of Organizations Serving Parents of Children and Youth with Emotional and Behavioral Disorders. Second Edition.

Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Sep 88

NOTE- 249p.; For first edition, see ED 288 327. Produced by the Families as Allies Project.

GRANT- G0084351137

AVAILABLE FROM- Resource Services Coordinator, Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Advocacy; *Behavior Disorders; *Emotional Disturbances; Information Services; *Organizations (Groups); Parent Associations; Parent Education; Referral; *Self Help Programs; *Social Services; *Social Support Groups

This directory contains information about organizations in the United States that offer support, education, referral, advocacy, and other assistance to parents of children and youth with emotional and behavioral disorders. Organizations included are those identified as providing one or more of the following services: education and information; parent training; advocacy, either at the case or systems change level; support groups for parents and/or brothers and sisters; transition services; or direct assistance such as respite care, child care, or transportation. The organizations include self-help groups created by and for parents with no professional involvement, groups started by staff members of service-providing agencies, and groups sponsored by other organizations such as mental health associations. Organizations are listed alphabetically by state. For each organization, the following information is included: address, telephone number, names of contact persons, service area, and a list of services offered. (JDD)

ED 303 985 EC 212 289

Butler, Terry E.; Friesen, Barbara J.
Respite Care: An Annotated Bibliography.
Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 88
NOTE- 50p.; For related document, see EC 212 290. Product of the Families as Allies Project.
GRANT- G0084351137
AVAILABLE FROM- Resource Services Coordinator, Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; *Family Programs; Models; Program Development; Public Policy; *Respite Care; Social Services; Training

This annotated bibliography addresses issues, principles, programs, and research about respite care published in articles and books from 1978-1988. It covers a wide range of topics, from comprehensive overviews of respite issues, services, and policies to descriptions of specific respite care program models. A number of the bibliographic entries offer discussions of the benefits of respite care, and present the findings from studies designed to assess the impact of respite care on the lives of families. Policy issues, including funding questions, are examined, along with training issues, such as the need for training, necessary knowledge and skills for respite care providers, and an evaluation of training approaches. The 42 bibliography entries are presented in alphabetical order by author. Each annotation contains a summary of the main points or findings in considerable detail. The document concludes with a list of 43 respite care programs across the United States. (JDD)

ED 303 986 EC 212 290

Butler, Terry E.; Friesen, Barbara J.
Respite Care: A Monograph.
Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 49p.; For related document, see EC 212 289. Product of the Families as Allies Project.
GRANT- G0084351137
AVAILABLE FROM- Resource Services Coordinator, Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Emotional Disturbances; *Family Problems; Family Programs; *Program Development; Public Policy; *Respite Care; Training

In spite of the growing awareness and development of respite services, many families in need of them have little or no access. This is especially true for families whose children have emotional handicaps. A rationale for respite services supports parents' entitlement to respite care, its importance to all family members, and its help in improving family effectiveness. Respite services consist of in-home care, which may include homemaker, sitter/companion, and parent trainer services; and out-of-home care, which encompasses care in the provider's home, foster care or licensed family care, group day care, group home residential care, respite care provided by residential treatment facilities, crisis nurseries and emergency respite care facilities, and community services providing respite care as a secondary purpose. Attributes and training required for respite providers are outlined. Public policies have restricted development of respite care, by creating: eligibility criteria which exclude many families, inconsistencies in funding, and other conditions of service. Efforts are being made at many levels, from local advocacy groups to federal legislation, to bring respite care into the service delivery system. The report concludes with a list of 59 references, containing both published and organizational sources. (JDD)

ED 303 987 EC 212 556

Tindall, Lloyd W.; And Others
Replicating Jobs in Business and Industry for Persons with Disabilities. Volume 5.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 248p.; For other volumes in this series, see ED 276 224, ED 284 378, and EC 212 120-121.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Employment Opportunities; *Employment Programs; Equal Opportunities (Jobs); *Job Development; Job Skills; Job Training; *Occupational Information; School Business Relationship
IDENTIFIERS- *Job Replication; Supported Work Programs

This guidebook provides assistance in replicating jobs for persons with disabilities. Section One introduces the volume's format and briefly analyzes special training, job accommodations, and financial incentives for hiring employees with disabilities. Section Two contains descriptions of 53 jobs held by individuals with disabilities. The jobs are organized into four major employment categories: industrial, service, clerical, and managerial, representing entry, middle, and upper level jobs in each category. These jobs can be performed by persons with many different types of disabling conditions and levels of severity. Each job description specifies the type of job; disability of the person performing the job; job information such as specific duties, physical demands, wages, etc.; and company information. Section Three identifies strategies for developing effective partnerships between employers and persons with disabilities, focusing on the creation of local employment committees. Section Four describes eight successful partnerships with employers, including "Projects with Industry," corporation training programs, school collaborations, supported employment programs, and national associations. The volume concludes with a list of resources and a job replication form. (JDD)

ED 303 988 EC 220 268

Wagner, Mary
The Transition Experiences of Youth with Disabilities: A Report from the National Longitudinal Transition Study.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 41p.; Prepared for presentation to the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, March 3-7, 1989). For related documents, see EC 220 269-271.
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; Age Differences; Attendance; Behavior Problems; *Disabilities; *Dropouts; *Education Work Relationship; Emotional Disturbances; Followup Studies; Graduate Surveys; High Schools; Longitudinal Studies; Minority Groups; Postsecondary Education; Secondary Education; Sex Differences; Success; *Transitional Programs
IDENTIFIERS- *National Longitudinal Transition Study

The report of the National Longitudinal Transition Study presents initial findings on the educational and employment experiences since 1985-86 of more than 8,000 youth (ages 13 to 23) with disabilities. The report addresses two questions: How are youth with disabilities doing in their transition to adulthood? and What factors appear to have helped or hindered them in making a successful transition? Among findings on the secondary school stage of transition are that 56% of special education exiters left secondary school by graduating; that 8% of special education exiters left school because they exceeded the school age limit; and that the dropout rate for youth with emotional disturbances was almost 55%. Findings for the postsecondary transition stage indicated that fewer than 15% of special education exiters had participated in postsecondary education the previous year; and that less than half of the out-of-school youth had found either part or fulltime paid employment. Factors related to school failure or dropping out included age (younger students were more likely to fail), male sex, minority status, an identified emotional disturbance, poor social integration, previous disciplinary problems, and frequent school absences. Extensive tables provide detailed statistical data. An appendix gives an overview of the study as well as definitions of independent variables used in the multivariate analyses. (DB)

ED 303 989 EC 220 269

Wagner, Mary; Shaver, Debra M.
Educational Programs and Achivements of Secondary Special Education Students: Findings from the National Longitudinal Transition Study.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 52p.; Prepared for presentation to the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, March 3-7, 1989). For related documents, see EC 220 268-271.
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Failure; Age Differences; Ancillary School Services; Attendance; Behavior Problems; Demography; *Disabilities; *Dropouts; *Educational Experience; Followup Studies; Graduate Surveys; High Schools; Longitudinal Studies; Mainstreaming; Minority Groups; School Size; Secondary Education; Sex Differences; Vocational Education
IDENTIFIERS- *National Longitudinal Transition Study

The report of the National Longitudinal Transition Study presents initial findings on the educational experiences since 1985-86 of more than 8,000 youth (ages 13 to 23) with disabilities. The report addresses three questions: (1) What educational programs and other services are provided to secondary special education students? (2) How well do secondary special education students do in school? (3) What student characteristics are related to school performance? Findings for the first question are discussed in terms of the nature and size of the schools attended, participation in special education, involvement in regular education courses, enrollment in vocational education courses, and the nature of additional services provided by the schools and others. Data on academic achievement included: whether students in graded programs received a failing grade in the most recent year, whether students in graded programs were promoted to the next grade level, whether students passed minimum competency tests, and whether youth completed secondary school by graduating, dropping out, or exceeding the school age limit. Factors found to relate to poor school performance included ethnicity, gender, school absences, disciplinary problems, and lack of membership in school or community groups. Tables provide detailed statistical data and the appendix gives an overview of the study. (DB)

ED 303 990 EC 220 270

Butler-Nalin, Paul; Padilla, Christine
Dropouts: The Relationship of Student Characteristics, Behaviors, and Performance for Special Education Students.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 46p.; Prepared for presentation to the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, March 3-7, 1989). For related documents, see EC 220 268-271.
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Behavior Problems; *Disabilities; *Dropouts; Followup Studies; *Graduation; High Schools; Incidence; Longitudinal Studies; Secondary Education; Sex Differences; *Student Attitudes
IDENTIFIERS- *National Longitudinal Transition Study

The report of the National Longitudinal Transition Study presents initial findings on characteristics of school dropouts since 1985-86 among more than 8,000 youth (ages 13 to 23) with disabilities. The report also addresses characteristics of schools or programs that may affect the decision to drop out among disabled youth. The first section compares the secondary special education population to the nonhandicapped student population noting such differences as increased numbers of males, single parent backgrounds, and tendency to stay in high school longer for the disabled population. The next section describes the incidence of and reasons for dropping out among youth with disabilities. The graduation rates for youth with orthopedic, visual, or hearing impairments approach the rate for nondisabled students, while graduation rates for youth with emotional disturbances, mental retardation, or multiple handicaps are below 50%. Dropout reasons are similar to those for nondisabled students--not liking school, not doing well in school, and behavior problems in school. No significant school characteristics were found to relate to incidence of dropping out in this population. Dropping out was related to student age, sex, ethnicity, previous disciplinary problems, and degree of social integration. Tables provide detailed statistical data and the appendix gives an overview of the study. (DB)

ED 303 991 EC 220 271

Butler-Nalin, Paul; And Others
Making the Transition: An Explanatory Model of Special Education Students' Participation in Postsecondary Education.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 42p.; Prepared for presentation to the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, March 3-7, 1989). For related documents, see EC 220 268-270.
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Disabilities; *Enrollment; Followup Studies; Graduate Surveys; Graduation; Longitudinal Studies; Models; Postsecondary Education; Socioeconomic Status; *Student Characteristics; *Student Participation; Two Year Colleges; Undergraduate Study; Vocational Schools
IDENTIFIERS- *National Longitudinal Transition Study

The report of the National Longitudinal Transition Study presents initial findings on individual characteristics which relate to postsecondary education participation since 1985-86 among more than 8,000 youth (ages 13 to 23) with disabilities. A series of logistic regression models examines such factors as youth's background characteristics, abilities and disabilities, students' secondary school achievement and behavior, and community characteristics. The first section briefly describes the postsecondary education participation rates of youth with disabilities. Next, the methods used in the multivariate analyses and the findings from these analyses are presented. The final section discusses the policy implications of the findings. Overall, 15% of youth with disabilities who exited secondary school participated in postsecondary education during the year prior to the interview. Youths with visual or hearing impairments had the highest rates of participation while youths with multiple handicaps or mental retardation had the lowest rates of participation. Background characteristics related to participation included head of household's educational level IQ, graduation from high school, participation in groups, and length of time since high school. Individual characteristics were associated with participation in two-year and four-year institutions but not to participation in vocational institutions. Tables provide detailed statistical data and the appendix gives an overview of the study. (DB)

DOCUMENT RESUME

FL

ED 303 992 FL 017 658

Laine, Eero J.
The Affective Filter in Foreign Language Learning and Teaching. Report 2: A Validation Study of Filtering Factors with a Focus on the Learner's FL Self-Concept. Jyvaskyla Cross-Language Studies, No. 15.
Jyvaskyla Univ. (Finland). Dept. of English.
REPORT NO.- ISBN-951-679-958-2
PUB DATE- 88
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *English (Second Language); Foreign Countries; High Schools; High School Students; *Language Attitudes; *Learning Motivation; Personality Traits; Second Language Instruction; *Second Language Learning; *Self Concept; Student Motivation
IDENTIFIERS- Finland

A study investigated Finnish high school students' second language learning motivation, attitudes, self-concepts, inhibitions, and selected personality traits. The study attempted to learn more about the nature, content, and functions of the "affective filter" in foreign language learning. A variety of relationships between these factors were found, and a number of "filter" and "non-filter" learner types were distinguished. The study's design, results, and implications for language teaching and for future research efforts are discussed. A bibliography of over 60 references is included. (MSE)

ED 303 993 FL 017 678

Kitao, Kenji
The Teaching of American Culture in Secondary English Courses in Japan: An Analysis of Textbooks.

PUB DATE- 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Cultural Education; Educational Needs; *English (Second Language); Foreign Countries; *North American Culture; Relevance (Education); Secondary Education; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *Japan

In order to communicate well with English-speaking people, the Japanese need to have some understanding of the cultures of English-speaking countries. Since what is taught in secondary schools in Japan depends heavily on the textbook used, it is useful to find out what and how much about American culture is being included in the textbook used. A review of seven studies of textbooks used in Japanese secondary schools reveals the conclusion that American culture is not addressed extensively in any textbook series. In addition, the textbooks do not exploit some of the material available in the textbooks, such as covert culture in illustrations or vocabulary that have a cultural meaning different from the same vocabulary in Japanese. (Author/MSE)

ED 303 994 FL 017 679

Kitao, Kenji
Practical Adjustment to Life in the United States: Interviews with Incoming Japanese Students at an American University.
PUB DATE- 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; College Students; *Cultural Awareness; *Culture Conflict; *Daily Living Skills; *Foreign Students; Higher Education; Interviews; Student Adjustment; *Student Attitudes; Surveys
IDENTIFIERS- *Japanese People; United States

To expand on previous studies of the difficulties encountered by Japanese students in the United States, 20 newly-arrived Japanese university students were interviewed about ten areas of daily life: nonverbal communication, money, time, systems of measurement, clothes, education, transportation, communication, manners, and getting acquainted with Americans. Results indicated that newly-arrived Japanese had difficulty in a number of these areas. For example, while the students understood American coins and bills, they were unfamiliar with checking accounts, writing checks, or the average cost of a meal or a hotel room. Although students knew what clothing to wear for business and school occasions, they had problems knowing what kinds of clothing to wear for social occasions due to limited knowledge of the levels of formality in social situations. It is concluded that Japanese students need more cultural preparation before coming to the United States. (Author/MSE)

ED 303 995 FL 017 723

Best, Linda
The Linguistic Environment of Twins: Literature Review and Language Analysis.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Individual Differences; *Interpersonal Communication; *Language Acquisition; *Language Patterns; Language Research; Language Styles; *Language Usage; Literature Reviews; Nature Nurture Controversy; Toddlers; *Twins

The language of twins allows researchers in language development to examine acquisition in a unique environment. Researchers investigating the nature-nurture controversy, the order of acquisition, and other linguistic features find the twin situation particularly interesting because of the children's shared genetic makeup and environment. A substantial amount of relevant literature is available. Review of this material and analysis of the language samples of a set of fraternal twins give insight into the language development process and reinforce the concept of individual differences in language use and acquisition. Samples of the 3-year-old twins' language used in free conversation, event representations, bedtime routine, parent-child interaction, and child-babysitter interaction were examined for linguistic characteristics, differences, and similarities. Results suggest strongly that individual preferences and personalities shape linguistic performance, and that the children's abilities reinforce the influence of environment on language development. It is concluded that the twin situation is an example of language variation within a single household, in which the linguistic support offered a child must complement his perceptions if abilities are to be developed fully. It also illustrated that parental support for twins during difficult stages is challenging. (MSE)

ED 303 996 FL 017 730

Bussi, G. Elisa
The "Grammar" of TV Publicity.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; English (Second Language); *Grammar; Instructional Materials; Language Styles; *Media Adaptation; *Pragmatics; Second Language Instruction; *Television Commercials

Television advertising should be used for second language instruction for several reasons: availability; common features across cultures (i.e., familiarity); intrinsic, intentional didactic quality; convenient length; entertainment value and likelihood of student response; and the range of proficiency levels to which it can be adapted. A variety of approaches to analyzing commercials can be adopted, including content analysis, various forms of linguistic analysis, examination of the interplay of different codes (images and sounds), and semiotic analysis. Some basic composition rules can be used to compose commercials as a class activity. Five styles of advertising, each with a distinctive discourse type and communicative pattern, have evolved as the genre has developed and can be adapted for use in the classroom study of television commercials. (MSE)

ED 303 997 FL 017 760

James, Clive
What Future for Scottish Gaelic Speaking Communities? Discussion Papers in Geolinguistics No. 14.
Staffordshire Polytechnic, Stoke-on-Trent (England). Dept. of Geography and Recreation Studies.
PUB DATE- 88
NOTE- 76p.
AVAILABLE FROM- Department of Geography and Recreation Studies, Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, United Kingdom ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Characteristics; *Community Development; Diachronic Linguistics; Economic Progress; Foreign Countries; Futures (of Society); *Geographic Distribution; Language Attitudes; *Language Maintenance; *Language Planning; Language Role; Native Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Gaelic (Scottish); Scotland

A study of the usage patterns and role of Scottish Gaelic in communities throughout Scotland is presented. Results suggest that in order to preserve and enhance the prestige of the language and its literature, the economic viability of those communities must be maintained. A link is observed between: (1) pride in the language and the distinctive lifestyle it conveys, and (2) the social morale needed to maintain and develop the community. Responsibility is placed on the Scottish Gaelic ethnic-political leadership for the acquisition of resources for economic development, based on existing policies and the development of new initiatives, in the areas in which Gaelic is commonly spoken. The type of economic development desired is a holistic one that respects and builds on the pluralistic nature of the Scottish islands' economy. (MSE)

ED 303 998 FL 017 764

de Jong, John H. A. L.
Le Modele de Rasch: les principes sous-jacents et son application a la validation de tests (The Rasch Model: Underlying Principles and Application to Test Validation).
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Colloquium Meeting of the National Association for the Teaching of French as a Foreign Language (March 11-12, 1988).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- English (Second Language); French; *Language Tests; Listening Comprehension Tests; Models; Second Language Instruction; *Test Reliability; *Test Theory; *Test Validity
IDENTIFIERS- *Rasch Model

The one-parameter psychometric model known as the Rasch model is described and examined. The basic principles underlying the model and the concepts of unidimensionality, local stochastic independence, and additivity are explained in non-mathematical terms. The requirements of measurement procedures, the measurement of latent traits, the control on model fit, and the definition of a trait are discussed. It is argued that the Rasch model is particularly appropriate to understand the mutual dependence of test reliability and validity. Examples from French native language and English foreign language listening comprehension tests are used to illustrate the application of the model to a test validation procedure. (Author/MSE)

ED 303 999 FL 017 772

Kuhlwein, Wolfgang
Language Processes in Contrast.
PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Applied Linguistics; *Contrastive Linguistics; *Diachronic Linguistics; Error Analysis (Language); Intellectual Disciplines; Interlanguage; *Language Research; Linguistic Theory; *Semiotics; Sociolinguistics; Structural Analysis (Linguistics)

A discussion of the field of contrastive linguistics (CL) begins by defining the relationship between theoretical and applied CL in terms of the concept of finalization, which originated in the philosophy of science. Then, the historical development of CL in the United States and Europe is sketched. This development is seen as characterized by a reorientation from structure-centered to process-centered analysis. Research conducted in the following areas is considered to have contributed to this change: inter- and intralingual errors, language universals, interlanguage, transfer and cognition, and discourse. It is suggested that this reorientation has helped to reduce the contrast between the two domains of theoretical and applied CL and corresponds to the shift in focus from language structure to language use in general linguistics. Sociosemiotics is proposed as a methodological and theoretical framework for CL, with social interaction across cultures as the central object in CL. This object is described on the basis of underlying cognitive processes and is explained in semiotic terms. A reference list of 127 items is appended. (Author/MSE)

ED 304 000 FL 017 773

Walrod, Michael R.

Normative Discourse and Persuasion: An Analysis of Ga'dang Informal Litigation.

Summer Inst. of Linguistics, Manila (Philippines).

REPORT NO.- ISBN-971-1059-12-6
PUB DATE- 88
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Conflict Resolution; Discourse Analysis; Foreign Countries; *Interpersonal Communication; Linguistic Theory; *Persuasive Discourse; *Sociocultural Patterns; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Gadang; Philippines

A study of the discourse of Ga'dang, a Philippine language, focuses on normative discourse and persuasion, especially the ways in which the former is used to accomplish the latter. The first five chapters outline the theoretical framework of the study, placing normative and persuasive discourse in a philosophical context and relating them to the fields of cognitive science, to neuropsychology, and to the study of the consequences of literacy to provide an explanation for the substantial differences between Ga'dang normative discourse and that of Western society. The conciliatory nature of dispute settlement in Ga'dang is examined in relation to the sociology or ethnology of law and social control. The normative discourse of dispute settlement is seen as intended to produce group harmony and consensus. Subsequent chapters narrow the focus on normative discourse to those elements central to discourse analysis, and particularly to a distinct type of normative discourse in Ga'dang, informal litigation. The textual characteristics of a substantial portion of one litigation (appended) are identified, and the strategies of persuasion used are discussed. A scale of normativity is used to rank the features of Ga'dang normative discourse, and the results are analyzed. (MSE)

ED 304 001 FL 017 782

Kitao, Kenji; Kitao, S. Kathleen
Intercultural Communication Bibliography (Part 4).
PUB DATE- 88
NOTE- 48p.; For parts 1 and 2, see ED 273 125; for part 3, see ED 282 271.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; Bilingual Education; *Cross Cultural Studies; *English (Second Language); Information Sources; *Intercultural Communication; *Interpersonal Communication; Language Research; *Organizational Communication; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *Japan; United States

The fourth part of a bibliography on intercultural communication is, like the first three parts, intended primarily for Japanese teachers of English as a second language but is also useful for anyone interested in intercultural communication. The bibliography contains 480 citations of books, journal articles, and other sources for information concerning aspects of intercultural communication. Items are listed in these categories: general, theory, area studies (English-speaking countries, the United States, Japan, and others), cross cultural studies (the United States and Japan, and others), interpersonal communication, intercultural training, research, bilingual education, culture in language teaching, English teaching, teaching intercultural communication, interracial/interethnic communication, organizational/business communication, and the relationship of culture and education. (MSE)

ED 304 002 FL 017 795

Feyten, Carine M.
Listening Ability: An Overlooked Dimension of Foreign Language Acquisition.
PUB DATE- Feb 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- French; Higher Education; *Language Processing; *Language Proficiency; *Listening Comprehension; *Listening Skills; Predictor Variables; Second Language Learning; Skill Development; Spanish; *Transfer of Training

A study investigated the relationship between native language (NL) listening skills and foreign language (FL) learning. Research questions addressed: (1) whether a relationship exists between NL listening ability and overall FL proficiency, between NL listening ability and FL listening comprehension skills, and between NL listening ability and FL oral proficiency; (2) which linear combination of NL listening skills correlates most highly with FL listening comprehension skills, oral proficiency, and overall FL proficiency; (3) which linear combination of independent variables (Watson-Barker test overall score, sex, length of previous language exposure, the language exposed to, and last contact with that language) best predicts overall FL proficiency; and (4) how each individual variable contributes to the predictability of FL proficiency. Subjects were students enrolled in an intensive college summer language program in French and Spanish. Results suggest a positive relationship between listening ability and overall FL ability, FL listening comprehension skills, and FL oral skills. When listening was examined as a set of skills, the portions of variance in FL learning that can be explained by listening ability range from 11 to 38 percent. NL listening ability appears to be a previously unidentified factor contributing to the second language learning process. (MSE)

ED 304 003 FL 017 798

Xu, George Q.
Helping ESL Students Improve Un-English Sentences in One-to-One Conferences.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Students; *English (Second Language); *Error Analysis (Language); Higher Education; Individualized Instruction; *Interlanguage; Second Language Instruction; *Sentence Structure; Teacher Student Relationship; *Writing Instruction

When intermediate and advanced students of English as a second language (ESL) begin an English composition course, they face the task of creating logical extended discourses in English. Often, while the sentences they create are free from obvious grammatical errors, they are stylistically unacceptable, vague in meaning, misrepresentative of the message, or occasionally incomprehensible. To help the student effectively, the instructor must understand what causes un-English sentences. A useful approach is interlanguage analysis, in which errors are viewed as a sign of the learners' attempts to approximate the target language norm. These attempts are influenced by a number of factors such as exposure to comprehensible input, language transfer, and overgeneralization. In individual student conferences, the teacher can use interlanguage analysis to point out the ways in which errors indicate progress, to encourage the student to talk about the writing, and to locate possible causes of the errors. Based on the information gained, the teacher can better decide what strategy to use in helping the student. (MSE)

ED 304 004 FL 017 800

O'Driscoll, James E., Ed.
English Language and Orientation Programs in the United States. Ninth Edition.
Institute of International Education, New York, N.Y.
PUB DATE- 88
NOTE- 239p.
AVAILABLE FROM- Institute of International Education Books, 809 United Nations Plaza, New York, NY 10017 ($21.95).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Preparation; College Students; *English (Second Language); *English for Academic Purposes; Foreign Students; Higher Education; *Intensive Language Courses; National Surveys; Program Descriptions; Secondary Education; Second Language Programs

The directory lists 381 programs designed to meet the pre-academic English language training and orientation needs of persons intending to pursue academic study, business or professional work, or training in the United States. The directory does not include programs intended to meet survival needs of refugees and recent immigrants, or remedial English programs for citizens and permanent residents. Information contained in the entries was derived from a 1988 survey of institutions offering the courses and programs. Introductory chapters include: (1) a description of the survey; (2) notes on the use of the directory; and (3) essays about planning for the study of English as a second language (ESL) in the United States, about the standards and plan for self-study for accreditation to the Teachers of English to Speakers of Other Languages (TESOL), and about the National Association for Foreign Student Affairs' (NAFSA) program of self-regulation. The directory provides citations in three sections: intensive ESL programs; postsecondary ESL courses; and secondary level ESL courses. Appended materials include the TESOL standards, guidelines for intensive English programs, guidelines for selecting an English language training contractor, and NAFSA principles for international educational exchange. Entries are indexed by sponsoring organization and by the beginning date of the program. (MSE)

ED 304 005   FL 017 801

Lucas, Tamara
Beyond Language "and" Culture: Individual Variation in Students' Engagement with a Written Genre.
PUB DATE- Mar 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Case Studies; Cultural Background; *English (Second Language); Foreign Students; Higher Education; *Individual Differences; *Journal Writing; Second Language Instruction; Sociocultural Patterns; *Student Journals

A study examined the role of individual differences in the journal writing of adult students of English as a second language (ESL). Subjects were nine students from six countries enrolled in two university ESL writing classes. The primary writing activity was personal journal writing that required description and examination of the students' past experiences. Data were drawn from two questionnaires, notes and audiotapes of classroom observations, teacher and student interviews, and teacher and student journal writing. Writing samples were analyzed for five features: functions (representational and reflective), content, audience, organizational form, and linguistic form. Although the subjects were treated as case studies, writing samples were compared for different treatments or combinations of the five features. Overall, the findings indicated that individual differences such as past writing experience and personality had a greater influence than cultural background on students' approaches to the journal writing task. Teachers are cautioned against over-reliance on cultural values and customs to explain student behavior and learning. (Author/MSE)

ED 304 006 FL 017 802

Lombardo, Linda

Language Learners' Needs, Interests and Motivation: A Survey of EFL Students in an Italian Economics Faculty.

Centro Informazione Stampa Univ., Rome (Italy).

PUB DATE- 88
NOTE- 70p.
LANGUAGE- English; Italian
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Economics Education; *Educational Needs; English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; *Language Attitudes; *Language Proficiency; *Language Skills; Relevance (Education); School Surveys; Second Language Learning; Self Evaluation (Individuals); Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Italy

A survey of students in the school of economics in an Italian university investigated the following: (1) students' attitudes toward and interest in learning English as a second language; (2) their perceived need for using the language personally, academically, and professionally; (3) their assessment of their own second language proficiency; and (4) their opinions about the most important second language skills to develop and the most useful classroom activities. A random sample of 200 students at all levels of English language proficiency and in all four program years was surveyed. A parallel questionnaire was administered to non-language-teaching staff actively involved in the business world and in the teaching profession, asking about their perceptions of students' present and future English language needs, their own academic and professional uses of English, and their perceived need for English language skills improvement. Analysis of the results focused on predicting learner success, the relationship of social interaction and language learning, the perceived primacy of oral skills, and issues related to specialized terminology. Sample teacher and student questionnaires are appended. (Author/MSE)

ED 304 007 FL 017 803

Lombardo, Linda
Oral Testing: Assessing the Language Learner's Ability to Process Discourse.
Centro Informazione Stampa Univ., Rome (Italy).
PUB DATE- 85
NOTE- 59p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; English (Second Language); Foreign Countries; Higher Education; *Language Processing; *Language Tests; Linguistic Theory; *Oral Language; Second Language Instruction; Student Motivation; *Test Use; Test Validity
IDENTIFIERS- Italy; *Oller (John)

One teacher's experience with traditional language tests suggested that the tests did not reflect the kind of communicative language learning going on in the classroom and might be counterproductive. As a result, an experiment in oral testing was undertaken in which examinees were required to process natural discourse and to relate language to contexts outside the classroom, according to the theory of John Oller. Subjects were economics students in their fourth year of English language study in an Italian university. Guidelines for the oral test were given to the students and discussed in class. Analysis of the test results and testing process provided information about the following: (1) the occurrence of spontaneous language exchanges; (2) structure of responses; (3) the making of inferences and predictions about the language; (4) negotiation of meaning; (5) the kinds of rhetorical acts appearing in the responses of the examinees; (6) the effects of interaction with peers during the test; (7) examinee participation and motivation; (8) self-correction; (9) the effect of making the examinees responsible for the content of the test; and (10) the examiner's role. (MSE)

DOCUMENT RESUME

ED 304 008 FL 017 805

Koskensalo, Annikki
The Development of Interlanguage.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error Analysis (Language); Foreign Countries; German; High Schools; *Interlanguage; *Language Styles; *Second Language Learning; *Writing (Composition); Writing Evaluation
IDENTIFIERS- *Finland

A discussion of the nature and function of interlanguage in second language acquisition draws on research on interlanguage and experiences in teaching German to Finnish secondary students. The theories giving rise to the concept of interlanguage are outlined and compared, and the characteristics of interlanguage are discussed. Special attention is given to the roles of grammar, interpretation, interlanguage as dialect, linguistic patterns of the language learner, psycholinguistic processes in language learning, and fossilization. Grammatical and other language patterns reflecting the development of interlanguage found in 432 German essays written by 38 Finnish students are briefly described, and questions to be addressed in future research about interlanguage are presented. A 31-item bibliography is included. (MSE)

ED 304 009 FL 017 806

Kim, Byong Won

Why Students Fail in ESL and What Should Be Done.

PUB DATE- Oct 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers International Conference on Language Teaching/Learning (14th, Port Island, Kobe, Japan, October 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; College Freshmen; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; High Schools; High School Seniors; Instructional Improvement; Language Proficiency; Language Research; *Learning Strategies; Second Language Instruction; *Second Language Learning; Young Children
IDENTIFIERS- *South Korea

Reports on a study of barriers to success in learning English as a second language (ESL). The study incorporates data gathered from case studies of two Korean children (aged five and seven years), from the results of writing and reading tests of English administered to academically successful Korean high school students, and from the language proficiency achievement levels of two groups of Korean college freshmen taught English by different methods emphasizing oral and written skills, respectively. The findings of the study support the idea that the secret to learning English naturally is to effectively accumulate naturalistic experiences in using English for actual communication. It is proposed that this instructional approach helps students functionalize static knowledge about English for better oral and written performance. Specific techniques and approaches for promoting communicative language skills are outlined for ESL teachers. (MSE)

ED 304 010 FL 017 807

Norrick, Neal R.
The Preference Structure of Repair as a Contextual Variable.
PUB DATE- Dec 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Linguistic Society of America (63rd, New Orleans, LA, December 27-30, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Error Patterns; *Interaction; *Interpersonal Communication; *Interpersonal Relationship; *Knowledge Level; *Language Proficiency; Language Styles
IDENTIFIERS- *Error Correction (Language)

A discussion of the preference structure of repair sequences in conversation argues that the structure varies predictably from one context to the next, based on the interpersonal relationship of the interlocutors. In particular, it is said to depend on the asymmetrical distribution of knowledge among the interlocutors, including knowledge of the language used, knowledge of the topic, and knowledge of the message itself. This analysis suggests a different picture of the preference structure than that proposed by other researchers in that this analysis (1) accepts other-correction by a more competent or knowledgeable speaker as a normal response to certain conversational circumstances, (2) views the relationship between interlocutors and their conversational goals as primary rather than centered in turn-taking and preference structures, and (3) recognizes distribution of knowledge as the fundamental factor determining the preference structure of repair in any given interaction. (MSE)

ED 304 011 FL 017 808

Powers, Donald E.
A Survey of Academic Demands Related to Listening Skills. Test of English as a Foreign Language Research Reports Number 20.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-48
PUB DATE- 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Faculty; Comparative Analysis; Construct Validity; Educational Needs; *English (Second Language); Higher Education; Language Tests; Listening Comprehension; *Listening Skills; Questionnaires; Statistical Surveys; *Teacher Attitudes; *Test Items
IDENTIFIERS- *Test of English as a Foreign Language

Undergraduate English faculty and faculty in six graduate fields were surveyed about students' academic listening needs. The objectives were (1) to obtain perceptions of the importance to academic success of various listening skills and activities, (2) to assess the degree to which both native and non-native speakers experience difficulties with these skills or activities, and (3) to determine faculty views of alternative means of evaluating these skills. Results show faculty perceived some listening skills as more important than others for academic success, including nine skills related primarily to aspects of lecture content. Faculty perceived that non-native students experience more difficulty with all listening activities, and that non-native students have disproportionately greater difficulty with some activities, such as following lectures given at different speeds and comprehending or deducing the meaning of important vocabulary. With respect to measuring listening comprehension, some general approaches and specific item types were judged more appropriate than others, including tasks entailing recall of details and inference or deduction. The results are used to suggest further research on the construct validity of the listening comprehension section of the Test of English as a Foreign Language. The survey questionnaire is appended. (Author/MSE)

ED 304 012 FL 017 809

Berkowitz, Diana; Watkins-Goffman, Linda
Putting Grammar in Its Place in the Writing Curriculum.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Course Content; Educational Strategies; *English (Second Language); *Grammar; Language Processing; *Revision (Written Composition); *Writing Instruction; *Writing Processes

The process approach to writing instruction views learning to write as a discovery process in which the writer makes connections beyond the text. Central to this process is revision, the refinement and development of the discoveries made. This approach appears to be incompatible with the grammar-based approach traditionally used in English-as-a-Second Language instruction. However, grammar can be integrated into the process-oriented approach at the editing stage of the writing curriculum, without inhibiting the initial expression of ideas. At this point, grammar can be contextualized by presenting structures that the students are likely to use in their writing assignments, and grammatical exercises will be more meaningful to the students as they mirror the rhetorical style of the student material in question. Students are more open to learning grammar at this stage because they can apply it meaningfully and immediately. In addition, correct grammatical forms can be modeled in written texts. This approach allows for both fluency of expression and grammatical accuracy. (Author/MSE)

ED 304 013 FL 017 811

McCreary, Don R.
Vygotskyan Theory Applied to Japanese-English Lexicography.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dictionaries; Editing; *English for Science and Technology; Information Seeking; *Japanese; *Languages for Special Purposes; Lexicography; *Linguistic Theory; Uncommonly Taught Languages
IDENTIFIERS- Intersubjectivity; *Vygotsky (Lev S)

This paper discusses and demonstrates the use of Vygotskyan psycholinguistic theory in creating lexical translations and exemplifying sentences for a bilingual dictionary. The dictionary is a Japanese-English scientific and technical reference. The use of one Vygotskyan concept, definition of situation, relies on the users' expectations, given their scientific and technical training. A second concept, intersubjectivity, concerns the nature of the Japanese scientists' interdependence in lexical usage, which can be used by the dictionary editors when eliding portions or trimming the lexical examples. Finally, when dictionary users seek words, they seek control, a third Vygotskyan concept divided into object-, other-, and self-regulation. In addition, a psycholinguistic shift for dictionary users from intra- to interpsychological planes is hypothesized. (Author/MSE)

ED 304 014 FL 017 812

Cho, Young-Mee Yu
Phonological Evidence for the Lexical Treatment of Korean Suffixes.
PUB DATE- Dec 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (63rd, New Orleans, LA, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Korean; Language Research; Linguistic Theory; Morphophonemics; *Phonology; Research Methodology; *Structural Analysis (Linguistics); *Suffixes; Uncommonly Taught Languages

A discussion of the treatment of suffixes in Korean linguistic theory argues that, in view of recent clitic typology, Korean case markers and verbal suffixes are better analyzed in lexical rather than in syntactic terms. Evidence for this approach is found in phonological phenomena, morpheme and allomorph selection, and compounding. The most important argument posited is based in the morphologically determined phonological interactions between stems and these suffixes. Approaches to the interface of morphology and syntax in this instance in generalized phrase structure grammar and in lexical functional grammar are also proposed. (MSE)

ED 304 015 FL 017 813

Breen, Walter
Case Stacking and Case Spreading in Korean.

PUB DATE- Dec 88
NOTE- 14p.; Paper presented at the Combined Annual Meetings of the Linguistic Society of America, American Association for Applied Linguistics, and the American Dialect Society (New Orleans, LA, December 27-30, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case (Grammar); Dialect Studies; *Grammar; *Korean; Language Research; Language Variation; *Morphology (Languages); *Nouns; Structural Analysis (Linguistics); Uncommonly Taught Languages

An analysis of Korean case marking proposes an explanation for several aspects of marking, especially stacking and spreading, from a lexical perspective. The explanation has advantages over previous theories in that (1) it explains the morphology of Korean case marking without reference to several levels of syntactic derivation, including intermediate levels for which there is little morphological evidence; (2) it explains case spreading in terms of a cross-linguistically recurrent trend in which grammatical relations may be shared rather than passed on, avoiding the apparent contradiction a feature-passing analysis introduces in some sentences; and (3) it allows differences between two dialects to be described in terms of a slight difference in strategies for morphological representation of case. (MSE)

ED 304 016 FL 017 814

Green, Ronni, Ed.; Slater, Marsha, Ed.
The International Approach: Learning English through Content Area Study, Volume 2. Curriculum Materials Developed for Use at the International High School LaGuardia Community College.
LaGuardia Community Coll., Long Island City, NY. International High School.
PUB DATE- 88
NOTE- 76p.; For volume 1, see ED 297 608.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Career Guidance; Class Activities; Classroom Techniques; Computer Science; *Course Content; Course Descriptions; *Curriculum Design; Drama; *English (Second Language); High Schools; International Studies; *Limited English Speaking; Mathematics; Physics; *Secondary School Curriculum; Second Language Learning; Student Government; World Literature

IDENTIFIERS- *Content Area Teaching; *LaGuardia Comm Coll International High School NY

The content and organization of nine courses taught at LaGuardia Community College's International High School are described by members of the faculty. The courses offer the limited-English-speaking school population an opportunity to learn English intensively through content area instruction. The subjects of the courses described include research and decision-making, world literature, drama, international studies, personal and career development, physics, computer science, fundamentals of mathematics, and student government (for elected representatives of the school government). For each course, the purpose and approach are described, skills to be developed are specified, instructional strategies are delineated, and class activities are suggested. Notes on materials and student evaluation are included, and sample assignments are also appended. (MSE)

ED 304 017 FL 017 815

Katz, Rima
An Effective Teacher--The Students' Point of View.
PUB DATE- 10 Mar 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *English (Second Language); Higher Education; Intensive Language Courses; *Language Teachers; *Student Attitudes; Surveys; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Rutgers The State University New Brunswick NJ

Students in an intensive college-level program of English as a second language were surveyed concerning their perceptions of effective language teacher characteristics and behaviors. The 71 students reprsented 15 diverse native language groups at different English proficiency levels. The questionnaire presented 23 teacher qualities generated in a previous class discussion and asked students to select the five most important teacher qualities, ranked in order of importance. The teacher qualities included

affective characteristics, aspects of classroom performance, professional expertise and training, and miscellaneous traits. Although the questionnaires were anonymous, the respondents' gender, native language, and proficiency level were recorded, and tables summarize the preferences according to these characteristics. Results were mixed, but suggest that classroom atmosphere and relationships are at least as important to students as content. An appendix entitled, "On Teachers and Teaching: Reflections from around the World. Quotations from our Students" is included. (MSE)

ED 304 018 FL 017 816

Jacobs, George; And Others
The Effect of Pausing on Listening Comprehension.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Second Language Research Forum (8th, Honolulu, HI, March 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Proficiency; Language Research; *Language Rhythm; *Listening Comprehension; *Oral Language; Second Language Learning; *Suprasegmentals
IDENTIFIERS- *Pausing (Speech)

A study investigated the effect of pausing, a component of speech speed, on the listening comprehension of second language learners. Groups of subjects at two ability levels listened to taped versions of two brief lectures recorded with four different combinations of speed and pausing conditions. Comprehension was measured by means of cloze tests with exact and acceptable word scoring. Statistical analysis of the results consistently showed significant main effects for ability, an interaction effect between pausing and ability in two instances, and no significant effects involving speed. While the findings do not strongly confirm the expectation that pausing aids comprehension, and subjects' comments suggest that too long a pause or too slow a speed may create boredom, it is concluded that there is reason for teachers to use pausing judiciously in the classroom to approximate normal speech. A brief bibliography is included. (MSE)

ED 304 019 FL 017 817

Xu, George Q.
Instruction of EFL Composition in China.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Educational History; Educational Objectives; Educational Strategies; *English (Second Language); Foreign Countries; *Political Influences; Second Language Instruction; *Teacher Role; Teaching Methods; Textbooks; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *China

A discussion of the state of writing instruction in English as a foreign language (EFL) in China begins with a review of the history of instruction, and then looks at the current situation in Chinese schools. The focus in on political influences on the evolution of EFL composition instruction and on problems in the acceptance of contemporary teaching methods. Some attention is given to the quality and influence of the available textbooks and the training of English language teachers. It is noted that EFL composition is still considered irrelevant for all but a few disciplines, and that while there are many more western teachers of EFL in China at present, their instructional approaches correspond more to their age and training than to the appropriateness of their methods. Emphasis appears to be on form rather than the generation of ideas. It is concluded that instruction in EFL composition does not currently meet the need for writers of English in China. A brief bibliography is included. (MSE)

ED 304 020 FL 017 818

Katchen, Johanna E.
Mastering English Pronunciation through Literature.
PUB DATE- 88
NOTE- 28p.; Paper presented at the Annual Meeting of the International Conference on Language Teaching/Learning of the Japan Association of Language Teachers (14th, Port Island, Kobe, Japan, October 8-10, 1988). Revised version of a paper originally entitled "A Pronunciation Course that Goes beyond Linguistics" presented at the Conference on English Language Teaching and Learning in the Republic of China (5th, Kaohsiung, Taiwan, May 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Class Activities; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Language Rhythm; *Literature; Poetry; *Pronunciation Instruction; Prose; Second Language Instruction; Skill Development; Speeches; *Suprasegmentals
IDENTIFIERS- Asians; National Tsing Hua University (Taiwan); Tongue Twisters

The paper describes activities incorporating literature, music, and cultural material that are used with foreign language majors at National Tsing Hua University (Taiwan) and makes suggestions for their use in the pronunciation class. Even at advanced levels, Asian students of English as a second language (ESL) have difficulty with English pronunciation. Although many students can pronounce the sounds in isolation, they need practice with connected speech for fluency at and beyond the sentence level. A poem may help students feel the stress patterns and rhythm of English. A short prose reading gives practice in sentence intonation, while an excerpt from a speech allows the student to focus on phrase intonation, stress, or voice quality. A song calls for very careful diction, and tongue twisters challenge everyone's fluency. (Author/MSE)

ED 304 021   FL 017 819

Checkpoint A-French. Course of Study in Foreign Languages.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 87
NOTE- 125p.; For related documents, see FL 017 820-821.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($4.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicative Competence (Languages); *Course Content; Course Descriptions; *Curriculum Design; *French; High Schools; Introductory Courses; *Notional Functional Syllabi; Second Language Instruction; State Curriculum Guides; State Standards; *Vocabulary Development
IDENTIFIERS- *New York (New York)

The New York City schools' syllabus for the first year of high school French instruction outlines a communicative curriculum conforming to state standards of preparation for state language proficiency examinations. The syllabus begins with an introductory section that describes the objectives and approach used and provides suggestions for integrating the outline into program design. The curriculum focuses on communicative situations, functions, and proficiencies. The guide then charts a variety of content topics and subtopics, each with suggested simulated situations and the corresponding functions, thematic vocabulary, thematic structures, and related structures to be taught. Topics include greetings, giving and requesting personal information, personal identification, physical characteristics, psychological characteristics, house and home, rooms and other lodging elements, family life, community and neighborhood, physical environment, climate and weather, quality of environment, food and meal-taking, health and welfare, school, employment, leisure, activities, public and private services, shopping, travel, and current events. (MSE)

ED 304 022　　　　　　　　FL 017 820

Checkpoint A-Spanish. Second Language Curriculum.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 88
NOTE- 136p.; For related documents, see FL 017 819-821.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicative Competence (Languages); *Course Content; Course Descriptions; *Curriculum Design; High Schools; Introductory Courses; *Notional Functional Syllabi; Second Language Instruction; *Spanish; State Curriculum Guides; State Standards; *Vocabulary Development
IDENTIFIERS- *New York (New York)

The New York City schools' syllabus for the first year of high school Spanish instruction outlines a communicative curriculum conforming to state standards of preparation for state language proficiency examinations. The syllabus begins with an introductory section that describes the objectives and approach used and provides suggestions for integrating the outline into program design. The curriculum focuses on communicative situations, functions, and proficiencies. The guide then charts a variety of content topics and subtopics, each with suggested simulated situations and the corresponding functions, thematic vocabulary, thematic structures, and related structures to be taught. Topics include greetings, giving and requesting personal information, personal identification, physical characteristics, psychological characteristics, house and home, rooms and other lodging elements, family life, community and neighborhood, physical environment, climate and weather, quality of environment, food and meal-taking, health and welfare, school, employment, leisure, activities, public and private services, shopping, travel, and current events. (MSE)

ED 304 023 FL 017 821

Checkpoints A and B-Italian. Second Language Curriculum.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 88

NOTE- 199p.; For related documents, see FL 017 819-820.

AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communicative Competence (Languages); *Course Content; Course Descriptions; *Curriculum Design; High Schools; Introductory Courses; *Italian; *Notional Functional Syllabi; Second Language Instruction; State Curriculum Guides; State Standards; *Vocabulary Development

IDENTIFIERS- *New York (New York)

The New York City schools' syllabus for the first three years of high school Italian instruction outlines a communicative curriculum conforming to state standards of preparation for state language proficiency examinations. The syllabus begins with an introductory section that describes the objectives and approach used and provides suggestions for integrating the outline into program design. The curriculum focuses on communicative situations, functions, and proficiencies. The guide then charts a variety of content topics and subtopics, each with suggested simulated situations and the corresponding functions, thematic vocabulary, thematic structures, and related structures to be taught. Topics include greetings, giving and requesting personal information, personal identification, physical characteristics, psychological characteristics, house and home, rooms and other lodging elements, family life, community and neighborhood, physical environment, climate and weather, quality of environment, food and meal-taking, health and welfare, school, employment, leisure, activities, public and private services, shopping, travel, and current events. Within each topic and subtopic, the portions of the curriculum intended for the first year (Checkpoint A) and for the second and third years (Checkpoint B) are distinguished. (MSE)

DOCUMENT RESUME

ED 304 024 FL 017 822

Thompson, Richard T.; Johnson, Dora E.
Proficiency Testing in the Less Commonly Taught Languages. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Context; Interrater Reliability; *Language Proficiency; *Language Tests; *Testing Problems; Training Methods; *Uncommonly Taught Languages
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; ERIC Digests

Efforts to expand the generic language proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) to the less commonly taught languages (LCTLs) began when developers realized that the ACTFL guidelines were too Eurocentric; the guidelines included grammatical categories specific to Western European languages and dealt specifically with Roman-alphabet writing systems. Developers soon realized that, to apply the generic guidelines to the construction of proficiency descriptions for a particular LCTL, the target language itself must be assessed, and that such factors as cultural context, appropriate content, sociolinguistic peculiarities, and measurements of accuracy must be considered for each language. The guidelines developed for Arabic and Indonesian illustrate the necessary considerations. Training language-specific testers provided another area of difficulty in assessing proficiency levels for the LCTLs. Possible solutions to this problem include the following: (1) training through English or through another language with which the tester is familiar; (2) training in a language structurally similar to the target language; (3) pairing the tester with a native speaker of the target language; and (4) utilizing semi-direct tests. Issues in the area of interrater reliability have been called to attention, and the recent legislation and regulations for proficiency testing and competency-based language programs has created several policy questions that funding agencies and post-secondary institutions must face. (DJD)

ED 304 025 HE 022 126

Dove, Kent E.
Conducting a Successful Capital Campaign. A Comprehensive Fundraising Guide for Nonprofit Organizations. First Edition.
REPORT NO.- ISBN-1-55542-104-0
PUB DATE- 88
NOTE- 292p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104 ($28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; *Administrator Responsibility; Capital; Financial Support; *Fund Raising; Higher Education; *Nonprofit Organizations; *Private Financial Support

The principles and techniques governing successful capital campaigns are presented, with an emphasis on the similarities of the process for a wide range of nonprofit organizations, including arts-related, religious, educational, community, and health care organizations. The following chapters are provided: (1) "The Key Components of a Capital Campaign"; (2) "Preparing for a Campaign: Three Essential Steps"; (3) "Roles of Leaders and Volunteers in the Campaign"; (4) "Recruiting, Educating, and Motivating Volunteers"; (5) "Building and Stating the Case for the Campaign"; (6) "Constructing and Using the Major Gifts Chart"; (7) "Establishing the Campaign Structure and Solicitation Process"; (8) "Identifying, Researching, and Rating Campaign Donors"; (9) "Cultivating and Soliciting Major Gift Prospects"; (10) "Managing Campaign Logistics and Day-to-Day Operations"; (11) "Successful Publications, Promotions, and Public Relations"; (12) "Concluding the Campaign and Building on the Momentum"; and (13) "Trends Affecting the Future of Capital Campaigns." The following resources are appended: communications materials checklist, sample case statements, sample program brochure, sample question-and-answer sheet, sample campaign plan of action/volunteer handbook, sample pledge forms, sample newsletters, and sample letterhead and envelopes. A subject index is provided. Contains 45 references. (KM)

ED 304 026 HE 022 145

Cohen, Steven

The Effective Public Manager. Achieving Success in Government. First Edition.

REPORT NO.- ISBN-1-55542-117-2
PUB DATE- 88
NOTE- 215p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *Administrator Role; Administrators; Budgeting; Government Employees; Higher Education; *Managerial Occupations; Organizational Communication; *Organizational Effectiveness; Organizational Objectives; Staff Development; *Supervision

The problems faced by public managers in managing an agency's internal operations and communicating with the outside world are described, and strategies for addressing these management problems are provided, as is personal advice on how to build and maintain a professional reputation and advance in the bureaucratic hierarchy. The following chapters are presented: (1) "Learning to Succeed in the Public Sector"; (2) "How to Find and Keep Good Staff"; (3) "Structuring the Organization for Optimum Productivity"; (4) "Improving the Quality and Flow of Information"; (5) "Mastering the Budgetary Process and Controlling Resources"; (6) "Determining Organizational Goals and Strategies"; (7) "Dealing with Superiors and Subordinates"; (8) "Operating in a Fishbowl and Handling the Outside World"; and (9) "How to Advance in the Government Bureaucracy." A subject index is provided. Contains 101 references.

(KM)

ED 304 027 HE 022 165

Boone, Jerry; And Others
Race and Age Differences in Instruction and Testing.
PUB DATE- Aug 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Students; *Age Differences; *Black Students; College Instruction; College Students; Criterion Referenced Tests; *Developmental Studies Programs; Higher Education; High Risk Students; Minority Groups; *Racial Differences; Remedial Instruction; *Teaching Methods; *Testing; Test Items
IDENTIFIERS- Placement Tests

Literature on race and age differences in college remedial and developmental studies students is surveyed, based on the current literature, including an ERIC search from 1980 to 1988, pertinent professional textbooks, and information provided by publishers. Separate sections on race and age differences are provided, and each section concludes with recommendations for the modification of instruction and testing, including: (1) instruction in remedial and developmental programs should involve a mixture of activities reflecting the learning styles of black students; (2) each lesson should be preceded with background providing context; (3) a non-academic attitudinal measure should be used to admit and place some students; (4) time limits should be removed from tests used by black students and older students unless speed is an important factor in the competence being measured; (5) criterion-referenced tests reflecting program content should be used to judge progress; (6) the same placement test should be used for older and younger students; (7) test items should have meaning insofar as possible; (8) adult remedial/developmental students should be allowed to enroll in college-level courses with the option of using a "continuation" grade, but the students should be required to use support services and remedial/developmental classes if needed; and (9) for older students, speed and time constraints should be removed from courses and support services except where speed is essential to the competency. Contains 22 references. (KM)

ED 304 028 HE 022 166

Rees, Mary Anne
Performers, Theorists-Historians, Music Educators and Work Autonomy.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *College Faculty; Higher Education; Musical Composition; Music Education; *Musicians; *Music Teachers; *Professional Autonomy; *Teacher Attitudes; *Teaching Load

A survey was conducted to determine the amount of autonomy for each of three music faculty types (performers, theorists-historians, and music educators). Autonomy was measured by comparing the actual time devoted to the various job-related activities with the time each faculty type would like to devote to the activities. A questionnaire listing 16 typical activities of music faculty was sent to 207 full-time music faculty members in state-supported universities. The response rate was 54.6%, representing 113 usable responses. Results included the following: (1) all faculty devoted most of their time to teaching-related activities; (2) faculty seem to have considerable autonomy in their teaching duties, in that the teaching activity they most prefer is the one in which they spend the most time; (3) performance faculty would like to devote more time to performance, while theorists-historians and music educators would rather not perform at all; (4) all three faculty types would like to devote more time to research-related activities; (5) music educators and performers devote a great deal of time to administrative and committee work and would rather not, while theorists-historians are only marginally involved in such duties and like that lack of involvement; and (6) performers and music educators work 8 to 10 hours more per week than theorists-historians. It is felt that these results show great differences in the amount of autonomy of music faculty and that these differences have strong management implications for music school administrators. Contains 51 references. (KM)

ED 304 029 HE 022 167

Gribbin, William
The Female Seminary and the Demoninational Woman's College: Antecedents North and South.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; *Educational History; Feminism; Higher Education; Protestants; *Single Sex Colleges; Social History; United States History; *Womens Education
IDENTIFIERS- *Meredith College NC; *Mount Holyoke College MA

The origin and development of two women's colleges, Mount Holyoke of Massachusetts and Meredith College of North Carolina, are compared, illustrating some of the early chapters of American higher education, when religious purposes for schools were common, but when schools for women were not. The social, historical, and religious contexts of the founding of both schools, Mount Holyoke in 1837 and Meredith in 1899, are discussed. In addition, the personal contribution of Mary Lyon, the founder of Mount Holyoke, is emphasized, including her academic ideals, her ideas about the role of women, and her work in raising the money to start the school. The distinctive aspects of the founding of Meredith, with its origins in the Baptist Church and the chivalric ideas regarding women prevalent in the South at that time, are also emphasized. Major changes in the schools since their founding are briefly summarized. Contains 24 references. (KM)

ED 304 030   HE 022 168

Jones, Louise J.; Napier, T. Lee

Predicting Success Factors in Instructional Development Projects in Southern Institutions of Higher Education.

PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Faculty; *College Instruction; Factor Analysis; Higher Education; *Instructional Development; Prediction; *Predictor Variables; *Success; Surveys; Teacher Attitudes
IDENTIFIERS- United States (South)

A study was conducted to identify factors contributing to the success of instructional development projects. Success factors derived from factor analysis were compared with those in a previous study (Lawrason and Hedberg, 1979), and values obtained on the prediction model for this study were compared with those in the study cited. The Survey of Instructional Development Projects was administered to 220 higher education administrators and others with instructional development positions. Twenty-two factors were reported as contributing to the success of a project; among the high-ranking factors were: expertise of support staff, faculty participation and commitment, provision of financial resources, administrative support and commitment, and incentives for faculty participation. Twenty factors were reported as limiting the success of a project; among those with a high ranking were: lack of faculty participation, lack of time to plan, lack of compensation for faculty participation, and competing institutional projects. Four tables and one figure summarize the results. Contains 37 references. (KM)

ED 304 031 HE 022 169

Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987. The Fifth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities. Commission Report 88-29.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 88
NOTE- 179p.
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Affirmative Action; *College Faculty; Community Colleges; *Equal Opportunities (Jobs); Ethnic Discrimination; Ethnic Groups; Higher Education; *Professional Personnel; Racial Differences; Racial Discrimination; Sex Differences; Sex Discrimination; State Colleges
IDENTIFIERS- *California; *Diversity (Institutional)

Information is provided in narrative and tabular form on the gender, ethnic, and racial composition of faculty and staff in the California State University, the University of California, and the California Community Colleges for 1987-88. Reports and data are presented in the following groupings: (1) report of the California Postsecondary Education Commission (background, composition of faculty and staff, summary and recommendations, prospectus for a study of faculty diversification, and applicable sections of the law and regulations); (2) report of the California State University (faculty, 1985-87; faculty, 1975-87; employees, 1985-87; new hires, promotions and separations, 1985-87; and systemwide affirmation action programs); (3) report of the University of California (academic affirmative action and staff and management affirmative action); and (4) report of the California Community Colleges. Seven sets of tables report gender and racial-ethnic background for students, faculty, and staff. (KM)

ED 304 032 HE 022 171

Richardson, Virginia; And Others
Nursing Process: Is It Just a Label?

PUB DATE- 84
NOTE- 11p.
AVAILABLE FROM- Indiana University School of Nursing, Nu 423, 610 Barnhill Drive, Indianapolis, IN 46223 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Communication; Medical Care Evaluation; Nurses; *Nursing; *Nursing Education; Problem Solving; Socialization; Vocabulary

A study was conducted of the internalization of the nursing process, based on the assumption that use of nursing-process terminology (to describe an interaction between a health-care provider and a client) might indicate internalization of the process. Six subjects (three college seniors and three registered nurses who had completed a baccalaureate program before 1968) independently viewed a videotape of an interview between a health-care provider and a patient. Each subject was then asked to describe what had just been seen, and their comments were audiotaped, transcribed and reviewed. The subjects did not in any instance use terminology commonly associated with the nursing process. A followup study is suggested, and it is hypothesized that one of the problems may be that the problem-solving process (with which the student nurse is already equipped) is substituted for the nursing process model. Contains 6 references. (KM)

ED 304 033 HE 022 172

Young, William C., Comp.; Hicks, Edward L., Comp.
Higher Education Opportunities for Minorities and Women--Annotated Selections. 1989 Edition.
Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; *Equal Education; Fellowships; *Females; Graduate Study; Grants; Higher Education; Hispanic Americans; Majors (Students); *Minority Groups; Postdoctoral Education; Postsecondary Education; Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Study

Developed to assist parents and students in finding sources of postsecondary financial aid, this annotated listing provides a brief summary of the basic information about a selected list of financial aid sources designed primarily for minority groups and women, or available to all students. The listings provide names and addresses, background information, and information on qualifications and requirements, award amounts, and applications. Listings are grouped into the following sections: (1) sources of general information for all levels (various publications, including addresses and prices); (2) general, multiple, and non-specified undergraduate opportunities; (3) undergraduate opportunities by academic area (architecture, arts, business/management, education, engineering, graphic arts/printing, health/medical, journalism, military, and science); (4) sources of general, multiple, and non-specified graduate opportunities; (5) graduate opportunities by academic areas (arts/humanities, business/management, education, engineering/sciences, health/medical/dental/nursing, international, law, political science/public administration, religion/theology, and social/behavioral science/social work); and (6) postdoctoral opportunities.

ED 304 034 HE 022 173

Fiscal Indicators for Postsecondary Education in New York State, 1981-82 through 1985-86.

New York State Education Dept., Albany.

PUB DATE- Aug 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Finance; *Expenditures; *Financial Support; *Higher Education; *Income; Proprietary Schools; *State Aid; State Colleges; Student Financial Aid
IDENTIFIERS- *New York

The third in a series of reports on the fiscal situation of postsecondary institutions in New York, this publication provides a series of tables, with narrative notes, summarizing state support, revenues and expenditures. Actual data are reported for the period 1981-82 to 1985-86, and estimated data for 1986-87 and 1987-88 are appended. Data are reported in the following sections: (1) state support of postsecondary education (total state support, state-funded student aid and institutional aid by sector, and state-funded student aid and institutional aid combined by sector); (2) current fund revenues by source and shares of major current fund revenue categories by source (tuition and fees, federal, state, local, private gifts and contracts, endowment income, miscellaneous, auxiliary enterprises, hospitals, and independent operations); (3) selected institutional revenue and expenditure data (independent institutions, state university-operated institutions, city university senior colleges, state university-operated community colleges, city university-operated community colleges, proprietary degree-granting colleges, and listings of institutions); and (4) selected data for independent institutions receiving Bundy aid (aggregate and subgroup data and a listing of those institutions). Appendices also provide a glossary and lists of members of the advisory council committee on fiscal indicators and the technical advisory group. (KM)

ED 304 035 HE 022 174

College and University Revenues and Expenditures, New York State, Fiscal Year Ending 1987.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- Sep 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; *Expenditures; *Financial Support; *Higher Education; *Income; Proprietary Schools; State Colleges
IDENTIFIERS- *New York

Four tables provide information on the revenues and expenditures of institutions of higher education in New York State for the fiscal year ending 1987. The tables provide the following types of data: (1) summary of current funds revenues by source (tuition and fees; governmental appropriations; government grants and contracts; private gifts, grants and contracts; endowment income; sales and services of educational activities, auxiliary enterprises and hospitals; other sources, and independent operations); (2) summary of current funds expenditures and mandatory transfers by function (instruction, research, public service, academic support, student services, institutional support, operations and maintenance of plant, scholarships and fellowships, educational and general mandatory transfers, auxiliary enterprises, hospitals, and independent operations); (3) current funds revenues by source and by institutional classification (state university and city university units and independent institutions); and (4) current funds expenditures and mandatory transfers by function and by institutional classification). (KM)

ED 304 036 HE 022 175

Eagle, Eva; Carroll, C. Dennis
Postsecondary Enrollment, Persistence, and Attainment for 1972, 1980, and 1982 High School Graduates. High School and Beyond National Longitudinal Study. Survey Report. Contractor Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-301
PUB DATE- Dec 88
NOTE- 52p.; Data Series: DR-NLS/HSB:72-86.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; Black Students; *College Attendance; *Degrees (Academic); *Enrollment Trends; Females; High School Graduates; Hispanic Americans; Postsecondary Education; Racial Differences; Sex Differences; *Socioeconomic Status
IDENTIFIERS- *High School And Beyond (NCES); National Longitudinal Study High School Class 1972; Postsecondary Education Transcript Study

Information from the National Longitudinal Study (1972 seniors), the High School and Beyond Study (1980 seniors and sophomores) and the Postsecondary Education Transcript Study (1984) is analyzed to compare the patterns of enrollment, persistence, and attainment among these groups from their high school graduation until 1986. Subgroups by sex, race and socioeconomic status were analyzed, and the findings included the following: (1) postsecondary enrollment rates increased between 1972 and 1980, but declined for the 1982 cohort; (2) enrollment was higher for Whites than for Blacks, and there was a positive relationship between enrollment and socioeconomic status; (3) rates of persistence through three years of postsecondary education did not decline between the 1972 and 1980 cohorts, but declined significantly between the 1980 and 1982 cohorts; (4) the rate of persistence through four years of postsecondary education was lower in each successive cohort for Black students; (5) the rate of 1- or 2-year degrees was about the same for the 1980 and 1982 cohorts, except that the rate declined for males and students with high socioeconomic status; and (6) rates of attainment for the 1982 and 1972 cohorts were about the same, except that the 1982 cohort had higher attainment rates among Blacks, Hispanics, and students with low socioeconomic status. A technical appendix provides information about the three studies from which the data are drawn. (KM)

ED 304 037 HE 022 176

Waigandt, Alex; And Others

Texas Chiropractic College Practice Management Education: The Patient's Point of View.

PUB DATE- Nov 88

NOTE- 28p.; Paper presented at the Annual Meeting of the American Public Health Association (November 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Institutional Research; *Medical Care Evaluation; *Medical Education; Medical School Faculty; Medical Services; Medical Students; *Patients; Surveys

IDENTIFIERS- *Chiropractors; Texas Chiropractic College Clinic

A survey was conducted to determine the patient's perception of treatment received from clinicians at the Texas Chiropractic College Clinic in Pasadena, Texas. A questionnaire designed to assess various aspects of the school's clinical and dispensary services was administered to 79 patients who had completed their treatment prescriptions. The average age of the respondents was 40.21 years, and the majority of respondents were female and Caucasian. The results show that the clinic is doing an excellent job and that its services are considered valuable by the patients. Questions relating to the responsibilities and demeanor of faculty and student doctors were rated high by respondents. The location of the clinic received the lowest rating. The dispensary services received a relatively low rating, and it is recommended that the efficiency of the dispensary be examined. Staff received a fairly high rating. Data are summarized in two tables. (KM)

ED 304 038 HE 022 177

The NEA 1989 Almanac of Higher Education.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 159p.
AVAILABLE FROM- National Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Rights Legislation; Collective Bargaining; College Administration; College Faculty; Court Litigation; Degrees (Academic); Educational Legislation; Educational Policy; *Educational Trends; *Enrollment Trends; *Federal Aid; *Higher Education; Minority Groups; Scores; Standardized Tests; Teacher Salaries

Reports and statistical data summarizing the events of 1988 with regard to higher education are provided. The following chapters are included: (1) "The Academy: A Statistical Profile" (nominal increase in enrollments expected for 1988-1989; decade-long trends continue in minority enrollments; California, New York and Texas lead in minority enrollments; computer science bachelors degrees grow rapidly; first education gain in decade in master's degrees; modest gain in doctorates in 1985-86; decline in first professional degrees; faculty salaries slightly ahead of inflation; bargaining differential increases in faculty salaries; federal appropriations; over 5% increase in state appropriations; community college enrollments, tuition and degrees; first decline in SAT scores since 1980; slight decline in 1988 ACT scores; and 13.9% endowment growth in 1986-87); (2) "Review of the Year" (campus trends, a higher education chronology, legislation, economic conditions, the Civil Rights Restoration Act, collegiate athletic team competition winners, Supreme Court decisions, administrations censured for violations of academic freedom, and a selected bibliography); (3) "Resources and References" (forthcoming meetings in 1989, journals and reference aids, and fellowship sources for higher education faculty); and (4) "National Education Association (NEA) and Higher Education" (NEA policy statements on higher education, the Standing Committee on Higher Education, the NEA higher education journal, grant programs, NEA membership and benefits, the National Council for Higher Education, NEA higher education bargaining units, and calendars for 1988, 1989, and 1990). (KM)

DOCUMENT RESUME

ED 304 039 HE 022 179

Dentistry and Dental Hygiene Handbook.
New York State Education Dept., Albany. **Office of the Professions.**
REPORT NO.- PLS-HB-50/51
PUB DATE- Nov 88
NOTE- 88p.; Supersedes ED 292 421.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Allied Health Personnel; *Certification; *Dental Hygienists; *Dentistry; Higher Education; Legislation; *Licensing Examinations (Professions); Qualifications; State Licensing Boards; *State Standards
IDENTIFIERS- *New York

The handbook contains laws, rules, and regulations of the New York State Education Department that govern dentistry and dental hygiene practice in the state. It describes licensure requirements and includes complete application forms and instructions for obtaining license and first registration as a dentist and dental hygienist. Applicants are responsible for reading this handbook prior to submitting an application for licensure. Seven sections offer the following: (1) professional regulation in New York State; (2) licensure requirements (application instructions); (3) licensure forms; (4) education law (Article 130, general provisions and Article 133, dentistry and dental hygiene); (5) commissioner's regulations (part 59, general provisions and part 61, dentistry and dental hygiene); (6) rules of the Board of Regents (part 17, disciplinary proceedings in the professions, part 24, committee on the professions, part 28, determination of good moral character, and part 29, unprofessional conduct); and (7) listing of accredited professional programs by state (dentistry and dental hygiene). (SM)

ED 304 040 HE 022 180

Nursing Handbook.
New York State Education Dept., Albany. Office of the Professions.
REPORT NO.- PLS-HB-10/22
PUB DATE- Dec 88
NOTE- 122p.; Supersedes ED 272 106.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Allied Health Personnel; *Certification; Higher Education; Legislation; *Licensing Examinations (Professions); Medicine; *Nursing; Practical Nursing; Qualifications; State Licensing Boards; *State Standards
IDENTIFIERS- *New York

A handbook with laws, rules, and regulations of the State Education Department of New York governing nursing practice is presented. It describes licensure requirements and includes complete application forms and instructions for obtaining license and first registration as a licensed practical nurse and professional registered nurse. Applicants are responsible for reading this handbook prior to submitting an application for licensure. Seven sections discuss the following: (1) professional regulation in New York State; (2) licensure requirements (examination dates, application instructions, fee information); (3) licensure forms; (4) education law (article 130, general provisions and article 139, nursing); (5) Commissioner's regulations (part 59, general provisions and part 64, nursing); (6) rules of the Board of Regents (part 17, disciplinary proceedings in the professions, part 24, committee on the professions, part, 28-determination of good moral character, and part 29, unprofessional conduct); and (7) listings of registered programs by state (registered professional nursing and licensed practical nursing). (SM)

ED 304 041 HE 022 199

Kurfiss, Joanne Gainen
Critical Thinking: Theory, Research, Practice, and Possibilities. ASHE-ERIC Higher Education Report No. 2, 1988.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-44-6
PUB DATE- 88
NOTE- 164p.
CONTRACT- ED-RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cognitive Processes; College Instruction; College Students; *Critical Thinking; Evaluative Thinking; Higher Education; *Intellectual Development; Intellectual Disciplines; Logical Thinking; Models; Productive Thinking; *Student Development; Teacher Responsibility; *Teaching Methods

The formal development of critical thinking is discussed, and guidance is provided to help faculty insure that critical thinking becomes an integral part of learning. Theory, research, teaching practice, and college programs pertinent to the development and role of critical thinking are presented in order to show how educators have shaped educational settings to nurture the capacity and disposition to think critically. Eight sections include: (1) introduction (definitions, teaching critical thinking, and purpose of the report); (2) historical background (forerunners and relationship to the current scene); (3) informal logic: analysis and construction of arguments (formal and informal logic, critical thinking textbooks, and educational implications); (4) cognitive processes in critical thinking (assumptions, reasoning of novices and experts, and affective factors: curiosity and purpose); (5) developmental foundations of critical thinking (stages of intellectual development, differences between samples, and changing students' beliefs about knowledge); (6) teaching critical thinking in the disciplines (teacher education, evaluation in critical thinking courses, and common features in critical thinking courses in the disciplines); (7) institutional issues and approaches (circular approaches, organizational strategies, and features of current programs); and (8) conclusion (needed research and support and dissemination). Contains about 300 references. (SM)

ED 304 042 HE 022 200

Ediger, Marlow
Teaching on the Higher Education Level.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *College Instruction; Decision Making; *Educational Psychology; Higher Education; *Learning Strategies; Learning Theories; *Problem Solving; Student Centered Curriculum; *Student Development; Student Interests

College and university instructors need to utilize selected principles of learning from the psychology of education. These principles of learning when implemented in the classroom should assist each student to achieve goals more optimally. The five principles of learning recommended to facilitate student progress in the higher education curriculum are: provide meaningful content to students; obtain student interest in learning; guide learners to perceive purpose in goal attainment; make provisions for individual differences; and assist students to develop quality attitudes. The four philosophies of teaching emphasized are: a subject centered curriculum; problem solving procedures; measurably stated objectives; and decision making strategies. It is suggested that increased emphasis be placed upon students identifying and solving vital problems pertaining to inherent course work with instructor guidance. Decision-making strategies could increasingly reflect a problem solving approach. Subject centered approaches might well stress the acquisition of content by students to solve problems. Contains 10 references. (SM)

ED 304 043 HE 022 203

Smith, Lydia A. H.
"Open Education" Revisited--Americans Discover English Informal Education, 1967-1974. 1988-1989 World Education Monograph Series Number One.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-911

PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Educational Change; Educational History; Educational Innovation; Educational Theories; Higher Education; *Open Education; *Progressive Education
IDENTIFIERS- Addams (Jane); Dewey (John); England; Froebel (Friedrich); Rousseau (Jean Jacques)

In 1967, the paths of educational reform in the United States and in England unexpectedly crossed with the publication of the Plowden Report in England and articles by Joseph Featherstone and Edward Yeoman in the United States. The years 1967-1974 marked important period in the development of American education, important in the professional lives of teachers and administrators in elementary schools. The way in which the experiments in "open education" in England influenced educational thinking in the United States is examined. The European and American tradition of progressive education is outlined with reference to Rousseau, Froebel, Addams, and Dewey, and it is shown in this context that the rise of progressive education in America was not solely due to the British influence, but had a long tradition in American educational thinking. A history of the new beginning of progressive thought in education is given, and some of the effects on American education and schools are described. Six sections are as follows: introduction; personal impressions of English open education (1972); history of progressive education in Europe; history of progressive education in America; the effects of the British experience on "open education" in America; and conclusions. Contains 16 references. (Author/SM)

ED 304 044 HE 022 204

Frey, James S.
Iraq. A Study of the Educational System of Iraq and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
REPORT NO.- ISBN-0-910054-91-6
PUB DATE- 88
NOTE- 197p.; World Education Series. Placement Recommendations and grade equivalencies approved by the National Council on the Evaluation of Foreign Educational Credentials.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Arabs; *Comparative Education; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Foreign Culture; Geographic Regions; Higher Education; International Relations; National Programs; *Non Western Civilization; *Student Placement
IDENTIFIERS- *Foreign Educational Credentials; *Iraq
The Iraq educational system is described along with guidance for academic placement of students in United States educational institutions. Six chapters include: (1) introduction (i.e. background data, historical development, responsibility for education, and language of instruction); (2) institutions supervised by the Ministry of Education (kindergartens, primary schools, intermediate schools, preparatory schools, vocational schools, and teacher training programs); (3) institutions supervised by the Ministry of Higher Education and Scientific Research (i.e. historical development, admission procedures, libraries, and faculty members); (4) institutions supervised by other ministries (i.e. Ministry of Defense, Health, Foreign Affairs, Justice, Planning, and Trade); (5) institutions supervised by international organizations (i.e. Arab Federation for Technical Education, Arab Petroleum Training Institute, and Institute of Arab Research and Studies); and (6) suggestions for admissions officers (i.e. translation of Arabic words, official grade reports, English proficiency, and placement recommendations). Three appendices are: variations in the transliteration of Arabic names and works; variations in the translation of Arabic words; and a list of academic institutions in Iraq. Tables and sample documents are included. Contains five references. (SM)

ED 304 045 HE 022 205

Karadima, Oscar
Program on Administration in Higher Education.

PUB DATE- Jan 89
NOTE- 22p.; Project presented at the University Management and Administration Course (Universidad de Santiago de Chile 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *College Administration; College Curriculum; Graduate Study; Higher Education; Management Development; *Postsecondary Education as a Field of Study; Professional Education
IDENTIFIERS- *Latin America

The importance of developing a university level program on administration in higher education in Latin America is discussed. The objective of such a program would provide training to faculty and higher level education and administrative staff in matters related to administration. The program would offer the necessary guidelines in dealing with personnel problems and institutional needs, and could also lead to a graduate degree. The creation of such a program is proposed as part of the academic activities of any university in Latin America. Program objectives include: to create a unified body to offer technical assistance to national institutions of higher education at all levels; examine the material relative to institutional administration; and establish contact with other higher education institutions. Suggested program activities include: staff training and development programs; research and studies on current administration, planning, and organizing processes; and technical assistance in the administration and management of institutions of higher education to colleges, universities, and other professional and technical institutes. A summary of some of the courses outlined for the program is provided. Financial resources and support ideas are presented. Contains 14 references. (SM)

ED 304 046 HE 022 206

Veterinary Medicine and Animal Health Technology Handbook.

New York State Education Dept., Albany. Office of the Professions.

REPORT NO.- PLS-HB-75/76
PUB DATE- Nov 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Animal Husbandry; *Certification; Higher Education; Legislation; *Licensing Examinations (Professions); Qualifications; State Licensing Boards; *State Standards; Veterinarians; *Veterinary Medicine
IDENTIFIERS- *New York

The laws, rules, and regulations of the New York State Education Department that govern professional veterinary medicine and animal health technology practice in the state are presented. Licensure requirements are described, and complete application forms and instructions for obtaining license and first registration as a licensed veterinarian and animal health technician are included. This handbook is designed to serve as a reference guide, and the applicant is responsible for reading it prior to submitting an application for licensure. Six sections offer the following: (1) professional regulation in New York State; (2) licensure requirements; (3) licensure forms; (4) education law (article 130, general provision and article 135, veterinary medicine and animal health technology); (5) commissioner's regulations (part 59, general provisions and part 62, veterinary medicine); and (6) rules of the Board of Regents (part 17, disciplinary proceedings in the professions, part 24, committee on the professions, part 28, determination of good moral character, and part 29, unprofessional conduct). Three listings are: colleges of veterinary medicine accredited by the American Veterinary Medical Association; programs in animal health technology registered by the New York State Education Department; and programs in animal health technology accredited by the American Veterinary Medical Association. (SM)

ED 304 047 HE 022 207

College & University Employees New York 1987-88.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; College Administration; *College Faculty; *Employees; Employment Level; Full Time Faculty; Higher Education; Occupational Surveys; Part Time Faculty; Service Occupations; State Surveys
IDENTIFIERS- *New York; Noninstructional Staff

Statistical information on college and university employees in the state of New York during 1987 and 1988 is provided. Seven tables are as follows: (1) number of full- and part-time employees in institutions of higher education by occupational activity and institutional classification; (2) number of men and women employed in institutions of higher education by occupational activity and institutional classification; (3) number of full- and part-time employees in institutions of higher education by sex, occupational activity, and sector; (4) trends in employees in institutions of higher education by sector and occupational activity; (5) number, mean salary, and tenure status of full-time instructional faculty, on 9-10 month contract by sex and institutional classification; (6) number, mean salary, and tenure status of full-time instructional faculty on 11-12 month contract by sex and institutional classification; and (7) number, mean salary, and tenure status of full-time instructional faculty by length of contract and institutional classification. Definitions are provided for occupational activities (executive, administrative managerial, instructional, professional, and nonprofessional). (SM)

ED 304 048 HE 022 214

Advancing Our National Agenda. Proceedings of the National Conference on Adult and External Degree Programs (8th, Washington, D.C., October 12-14, 1988).
American Council on Education, Washington, D.C.
PUB DATE- Oct 88
NOTE- 221p.; Also sponsored by the Alliance.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adjustment (to Environment); *Adult Education; Adult Students; Armed Forces; College Credits; *Continuing Education; Cultural Context; Extension Education; *External Degree Programs; Graduate Study; Higher Education; Independent Study; Innovation; Liberal Arts; Orientation; Prior Learning; School Holding Power
IDENTIFIERS- Loyola University LA; Partnerships In Education

A comprehensive, interactive conference was designed to help improve the quality of external degree programs and adult education. Sixteen papers are presented as follows: (1) "Designing Self-Instructional Print Material for the Adult Learner" (Diane J. Davis); (2) "Degrees by Alternative Delivery for U.S. Soldiers and Sailors" (Clinton L. Anderson); (3) "Quality and Assessment Issues in Graduate Education External Degree Programs" (Jules O. Pagano); (4) "Model Policy on Awarding Credit for Extrainstitutional Learning" (Henry A. Spille); (5) "A Model for Graduate Education in Ministry by Extension: The Loyola Institute for Ministry Extension Program" (Marcel J. Dumestre and Barbara J. Fleischer); (6) "Affecting Retention in a Non-Instructional Degree Program" (Thomas A. Wright and Jan-Marie A. Spanard); (7) "The Cultural Context of Adult Education and the Principle of Dialogue" (Lee W. Herman); (8) "Developing Collaborative Academic Partnerships: A Strategy for Advancing our National Economic Competitiveness Agenda" (Sonja A. Eveslage and Iris Saltiel); (9) "Adult Students, Technology, and General Education: New Tools for Curriculum Reform" (Gary E. Miller); (10) "A Sense of Strategy: Adult Student Writers and the World of Work" (Gail Hall); (11) "Intensive Time Formats in Adult External Degree Programs" (E. Gary Shapiro and Julia A. Daniels); (12) "Renovating Innovation: The Challenge of Maturity in the Innovative College" (Douglas B. Johnstone); (13) "Innovation: The Conflict Between Freedom and Structure" (Michael Andolina); (14) "Opening Minds Through the Liberal Arts in an Adult Degree Program" (Mary-Curt Browning and Judith K. McCormick); (15) "It's No Party but--Adult Students as Guests (Colleges as Hosts)" (Barbara Cherem); and (16) "Orientation of Adults to College Content and Outcomes of a Re-Entry Course" (Elizabeth Steltenpohl and Jane Shipton). (SM)

ED 304 049 HE 022 215

Cervantes, Oscar F.
What Universities and Counseling Centers Can Do To Address the Problem of Low Admission, Attrition, and Retention of Minority Students.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Persistence; *Access to Education; College Students; Cultural Influences; Educational Attainment; *Equal Education; Higher Education; Institutional Role; *Minority Groups; Self Concept; Self Esteem; *Student Attrition; Student Improvement

Several factors associated with academic underachievement and high attrition of minority students are discussed, based on a review of the literature. A significant problem exists in undergraduate and graduate programs with respect to the lack of representation of minority students. The three factors identified as most critical are: (1) self-esteem and self-concept; (2) educational barriers; and (3) systematic issues such as biased tests, poverty, discrimination, and alienation in schools. Recommendations to help this situation include: making legislative changes at all levels; providing greater financial aid to underrepresented minorities; and improving congruency (the match or fit between the needs, interests, and skills of the individual and those of the communities of the institution). It is important for faculty and administrators to work together in remedial academic programs, advising, personal, financial and career counseling, and minority support groups. It is noted that effective minority programs require minority staffing since minority students require appropriate role models. Since predictors of college success for Caucasian students may be inappropriate for minorities, new criteria should be developed. Universities should implement a series of programs and activities designed to increase the amount of interaction between minority and Euro-American students. The importance of counseling services is discussed. Contains about 160 references. (SM)

ED 304 050 HE 022 216

Annual Report on Freshmen, 1986. The College of Staten Island/CUNY.
City Univ. of New York, Staten Island. Coll. of Staten Island.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Educational Assessment; Full Time Students; Higher Education; Part Time Students; School Statistics; School Surveys; *Student Characteristics; Undergraduate Students; *Urban Universities
IDENTIFIERS- *City University of New York Coll of Staten Island

A statistical description and analysis of the 1986 freshman class of the College of Staten Island (CSI) is presented. Six sections cover the following: full time student profile; full time student performance; full time student retention; part time student profile, part time student performance; and part time student retention. Sixteen tables provide statistics on: fall 1986 freshmen by English as a Primary Language/English as a Second Language status; age distribution; high school average, overall; high school average, English; high school average, mathematics; high school average, science; high school average, social science; high school average, foreign language; performance on Freshman Skills Assessment Program (FSAP) tests; choice of curriculum; FSAP tests by grade point average (GPA); GPA by age; overall high school average by GPA; grades in remedial courses; FSAP tests and retention; and retention by GPA and sex. Three graphs look at high school averages, high school average and GPA, and retention and GPA. Significant findings include the following: (1) 81% of first time freshmen were under 20 years of age; (2) 70% of freshmen failed one or more of the Assessment tests on the first try; (3) almost 90% of part time students selected an associate degree curriculum; and (4) attrition among part time students on probation (80%) was greater than among full time students (60%). Appendices cover race/ethnicity distribution, parents' education of entering freshmen, employment status of entering CSI freshmen, age distribution of entering freshmen, parental income of entering freshmen, marital status of entering freshmen, and personal income of entering freshmen. (SM)

ED 304 051 HE 022 217

A Report on Student Financial Aid at Degree-Granting Postsecondary Institutions in New York State 1984-85 to 1986-87. Report 88-7541.

New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.

REPORT NO.- CAD-88-993
PUB DATE- Oct 88
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Educational Economics; Educational Finance; Enrollment Trends; Federal Aid; Financial Aid Applicants; Financial Support; Grants; Higher Education; Need Analysis (Student Financial Aid); Private School Aid; State Aid; State Surveys; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *New York

This report, the sixth in a series by the New York State Education Department Office of Postsecondary Policy Analysis provides the only complete accounting of financial aid available to students at New York's degree-granting postsecondary institutions. It shows trends in financial aid from state, federal, institutional, and private sources for the academic years 1984-85, 1985-86, and 1986-87. The first section offers an overview of all student aid funds. It examines trends in aid per student and compares aid trends to changes in undergraduate expenses, other economic indicators, and enrollment trends. The following section contains detailed tables showing funds and recipients for specific aid programs, with separate tables for pre- and post-baccalaureate students in each sector and at each type of institution within sectors. Tables are categorized by New York State, State University of New York, City University of New York (CUNY), independent institutions, and degree-granting proprietary institutions. Statistics show the following: since 1984, loans have been the most prevalent form of aid in the nation; in 1986-87, over 62% of all aid funds went to independent sector students; grants per full time equivalent increased in every sector except at CUNY's; and undergraduate enrollment declined 2% between 1984-85 and 1986-87. Appended are a glossary of terms, a description of the student aid data sources, and a list of institutions included in each sector and type category used in the report. (SM)

ED 304 052 HE 022 218

College and University Racial/Ethnic Distribution of Degrees Conferred New York State 1986-1987.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Anglo Americans; Blacks; *Degrees (Academic); *Ethnic Distribution; Ethnic Groups; Higher Education; Hispanic Americans; Population Distribution; Professional Education; *Racial Distribution; State Surveys
IDENTIFIERS- *New York

Data summaries on New York state's college and university racial and ethnic distribution of degrees during 1986-87 are presented. Information was obtained from the Higher Education Data Survey form NYSED-2.1, "Degrees and Other Formal Awards Conferred Between July 1, 1986 and June 30, 1987." Tables 1 through 6 present associate, bachelor's, first-professional, master's, doctoral, and total degrees conferred by racial/ethnic category, sex of degree recipient, and sector of institution. Tables 7A through 11B (with the exception of table 9) show the distribution by sector and level of degrees conferred by racial/ethnic category, sex of degree recipient and subject area. For City University, the racial distributions by subject area were unavailable. Table 9 shows first-professional degrees conferred by subject area, racial/ethnic category, and sex of student. (SM)

DOCUMENT RESUME

ED 304 053 HE 022 219

Report on Minorities in Higher Education. Hearing before the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 13 Sep 88

NOTE- 82p.; Serial No. 100-92. Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Affirmative Action; *American Indians; *Black Students; Economic Factors; *Equal Education; Hearings; *Higher Education; *Minority Groups; Position Papers; Socioeconomic Influences

IDENTIFIERS- One Third of a Nation

A hearing before the House Committee on Education and Labor was held regarding the American Council on Education's 1988 report, "One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life." The report was made part of the official record of the committee and is reproduced in the committee's report. Statements by the following persons are also provided: Frank Rhodes, president, Cornell University; Robert H. Atwell, president, American Council on Education; Wilma Mankiller, chief, Cherokee Nation; and Dorothy Height, executive director, National Conference of Negro Women. Prepared statements by Wilma Mankiller and the Hon. Bill Richardson are also provided. (KM)

ED 304 054 HE 022 220

Reed, Linda A.
Education in the People's Republic of China and U.S.-China Educational Exchanges.
National Association for Foreign Student Affairs, Washington, D.C.
REPORT NO.- ISBN-0-912207-42-6
PUB DATE- 88
NOTE- 210p.
AVAILABLE FROM- National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Disabilities; Educational History; Educational Practices; Elementary Secondary Education; *Foreign Countries; Foreign Students; Higher Education; *International Educational Exchange; Minority Groups; Political Influences; Postsecondary Education; *Student Exchange Programs; Study Abroad; *Teacher Exchange Programs
IDENTIFIERS- *China

An overview of the education system in China is provided, including the effects of political changes over the past century, the organization of the present-day system, and institutions of higher education. U.S.-China educational exchanges are also reviewed, and guidance is offered on exchange regulations and procedures. The following chapters are presented: (1) "The Evolution of China's Education System"; (2) "Recurring Themes"; (3) "The Structure of China's Education System"; (4) "The State Education Commission and Higher Education in China"; (5) "Institutions of Higher Education"; (6) "Selection Procedures and Academic Programs"; (7) "China's Approach to Educational Exchanges"; (8) "The U.S. Approach to Exchanges with China"; (9) "U.S.-Chinese Agreements Governing the Exchange of Students and Scholars"; (10) "Students and Scholars from China in the United States"; (11) "U.S. Students, Researchers and Teachers in China"; (12) "U.S.-China Educational Exchanges in a Global Context"; (13) "Admissions Information"; (14) "Governmental and Institutional Regulations" (15) "U.S.-Chinese Institutional Arrangements"; and (16) "Opportunities for Study, Research and Teaching in China." Appendices provide a variety of resources concerning China and educational exchanges with China, including legal documents, a pronunciation guide to Chinese surnames and place names, and lists of embassies and consulates, organizations, and references. (KM)

ED 304 055 HE 022 221

White, Edward M.
Developing Successful College Writing Programs.
REPORT NO.- ISBN-1-55542-131-8
PUB DATE- 89
NOTE- 254p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Certification; *College Faculty; College Instruction; College Students; Faculty Development; Higher Education; Institutional Environment; Organizational Climate; Program Development; Writing (Composition); Writing Across the Curriculum; *Writing Instruction; *Writing Skills
IDENTIFIERS- Minnesota Community College System

Writing instruction programs have become particularly important at American colleges and universities in recent years, but it is noted that most college faculties and their administrators need advice about providing useful help to the writing programs. An examination of how to develop successful writing programs is presented. Three sections are as follows: (1) examining the current status of writing instruction (improving the campus climate for writing programs, insights from research on existing programs, and strengths and weaknesses of approaches to teaching writing); (2) providing a basis for effective writing programs (teaching writing within the undergraduate curriculum, defining purposes and issues in the assessment of writing ability, and using tests for admissions, placement, and instructional evaluation); and (3) organizational, staffing, and teacher development strategies (establishing an effective writing program on campus, supporting, evaluating, and rewarding writing program faculty, preparing and certifying writing instructors for colleges and schools, and evaluating program effectiveness). Two appended resources offer an evaluation of the Writing-Across-The-Curriculum program at the Minnesota Community College System and guidelines for self-study to precede a writing program evaluation. Contains about 90 references. (SM)

ED 304 056 HE 022 222

Diamond, Robert M.
Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach.
REPORT NO.- ISBN-1-55542-129-6
PUB DATE- 89
NOTE- 305p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; *College Programs; *Course Content; Course Evaluation; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Improvement; Instructional Materials; Material Development; Models; Outcomes of Education; Program Development; Program Effectiveness; Questionnaires

A systematic approach to the improvement of courses, programs and curricula in higher education is presented in the following chapters: (1) "Benefits of a Systematic Approach to Course and Curriculum Improvement"; (2) "Making the Decision to Create or Redesign a Course or Program"; (3) "Selecting a Design Team and Establishing Goals and Procedures"; (4) "Gathering and Analyzing Essential Data"; (5) "Developing a Design for the Ideal Course or Program"; (6) "Adjusting the Ideal to the Real"; (7) "Clarifying Instructional Objectives and Assessing Outcomes"; (8) "Selecting and Developing Instructional Media"; (9) "Preparing a Descriptive Manual for Students"; (10) "Implementing, Evaluating and Refining the Course or Program"; (11) "Facilitating Curriculum Improvement through a Central Campus Agency"; and (12) "Ensuring the Success of Instructional Improvement Programs." The following resources are appended: sample agreement for copyright of instructional materials and student manuals; sample alumni survey for evaluating program effectiveness and needs; statement of cross-disciplinary educational outcomes: qualities of the liberally educated person; questions to consider in evaluating a college course; sample questionnaire for use in planning evaluations of programs and agencies. An index is provided. Contains 49 references. (KM)

ED 304 057 HE 022 223

Schlossberg, Nancy K.; And Others
Improving Higher Education Environments for Adults: Responsive Programs and Services from Entry to Departure.
REPORT NO.- ISBN-1-55542-136-9
PUB DATE- 89
NOTE- 302p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Learning; *Adult Students; *College Environment; *College Programs; College Role; *Educational Environment; Higher Education; Nontraditional Students; Organizational Climate; Program Development; *Student Needs

The programs and services colleges and universities must implement to effectively meet the needs of adult students are described in the following chapters: (1) "Applying New Perspectives to Educating Adults"; (2) "Understanding Adults' Life and Learning Transitions"; (3) "Moving In: Adults' Needs on Entering Higher Education"; (4) "Designing Entering Programs for Adults"; (5) "Moving Through: Learners' Concerns in Managing Personal and Academic Lives"; (6) "Creating Programs to Foster Educational Progress"; (7) "Moving On: Challenges Adults Face in Developing New Life and Work Roles"; (8) "Providing Culminating Programs for Adults"; (9) "Payoffs to Learners from Improved Educational Support"; (10) "How Institutions Benefit from Supporting Adult Learners"; and (11) "Changing the Educational Environment for Adults: Advice to Academic Leaders." An epilogue provides a summary and description of a model for supporting adult learners. An index is provided. Contains 174 references. (KM)

ED 304 058 HE 022 224

Annual Educational Summary, 1986-87. Statistical and Financial Summary of Education in New York State for the Year Ending June 30, 1987.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 88
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Capital; Certification; College Admission; Degrees (Academic); Disabilities; *Educational Finance; *Elementary Schools; Elementary Secondary Education; *Enrollment; Expenditure per Student; Expenditures; Fellowships; Grants; *Higher Education; High School Graduates; Income; Libraries; Minority Groups; Private Schools; Scholarships; *Secondary Schools; Student Financial Aid; Student Loan Programs; Tax Allocation; Teacher Student Ratio; Vocational Education
IDENTIFIERS- *New York

Pertinent statistics on education in New York State for 1986-87 and trends for earlier years are reported in 69 tables. Information is presented on elementary and secondary schools, higher and professional education, libraries, and special programs. Emphasis is placed on summary tables and figures, but details for school districts are appended. Tables are grouped into the following categories: statistical highlights of 1986-87 (with comparative data for 1984-85 and 1985-86); public elementary and secondary schools, classrooms and staff; public elementary and secondary school students; finances of public elementary and secondary schools; nonpublic schools, enrollment and staff; colleges and universities; and special services of the state education department. Public school detail tables and definitions of public school expenditure and revenue categories are appended. (KM)

ED 304 059 HE 022 225

Smalls, Mary L.
The Role of the Academic Library and Faculty in the Retention of Black Students in Higher Education.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the National Conference on Black Student Retention in Higher Education (3rd, Tampa, FL, November 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Black Students; College Faculty; *College Students; Cultural Differences; Higher Education; *Information Seeking; Librarians; *School Holding Power

The design of retention programs at colleges and universities should focus on closing the gap between the involvement of a few participants and the total academic community. Library programs and services can provide a diverse and personalized approach to meeting differences in information processing capabilities and ability levels of students. Active information network teams comprised of librarians, faculty and administrators have a responsibility to plan and organize quality programs and services and to develop a climate conducive to retaining black students. A thorough understanding of the information-seeking behavior of students is essential to the success of any retention program. Contains 18 references. (KM)

ED 304 060   HE 022 226

Cooper, Douglas W.
Unethical Scholarship Today: A Preliminary Typology.
PUB DATE- Mar 88
NOTE- 47p.; Paper presented at the Humanities, Science and Technology Conference (Big Rapids, MI, March 11-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; Higher Education; Moral Issues; Moral Values; *Plagiarism; Professional Recognition; *Research Reports; Scholarly Journals; *Scholarship; *Writing for Publication
IDENTIFIERS- *Fraud

Today many signs point to an uneasy concern among scholars regarding the ethics of their peers. All too frequently the press reports cases of ethical breaches in many fields of scholarship. Over the years a few people have continued to note and study patterns of deviant and unethical behavior in scholarship. But in spite of the need to discriminate between the various cases of misconduct, there are still those who consider all such misconduct as "fraud." Approximately 30 examples of clearly unethical scholarship, ranging from minor to seriously culpable, are illustrated and examined. They include a variety of cases of irresponsibility, negligence, and fraud, with some practices, such as repetitive publishing and honorary authorship, deserving special mention. A number of causes, including publication inflation and careerism, appear to encourage these breaches with varying consequences. Contains 131 reference notes. (KM)

ED 304 061 HE 022 227

MacCuish, Donald A.
An Investigation of the Curriculum Development Process at the Four War Colleges.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; *Course Content; *Curriculum Development; Graduate Study; Higher Education; *Military Schools; Military Training; Models; National Security
IDENTIFIERS- Air War College AL; Army War College PA; National War College DC; Naval War College RI

The curricula and history of the four war colleges are examined to try to determine the model or models of curriculum development utilized at each, and the way the curriculum of each is revised. Four models of curriculum design, the academic, experimental, technical and pragmatic models, are reviewed. After reviewing the history and curriculum of the Naval War College, the Army War College, the National War College, and the Air War College, it is concluded that the most likely models were an academic-technico combination. Since the Naval War College was founded first, it is logical to assume that the model employed by that institution was the basis for curriculum planning at the other institutions. Revision of the War College curricula is considered to be pragmatic. Contains 15 references. (KM)

ED 304 062 HE 022 228

Read, Ira
The Second Wave: The Small Protestant College in the South after the Civil War.

PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Church Related Colleges; College Administration; *Educational History; Higher Education; *Private Colleges; *Protestants; Rural Areas; Small Colleges
IDENTIFIERS- *United States (South)

The creation, growth and history of white, coeducational, four-year, small, Protestant, liberal arts colleges in the South during the period between the Civil War and World War II are reviewed. The primary issues discussed are the geographical location of such colleges, their religious atmospheres, the problems of the college constituency, the problems of college governance, and raising and spending money. It is concluded that: (1) the desirability of a rural location, as a safeguard against the sins of the world, restricted the development of the college in many cases; (2) the degree of religiosity was not extreme; (3) the actual control by religious denominations was limited by local constraints and lack of adequate support for the college by the denomination; (4) college presidents became increasingly more powerful as local control by trustees dwindled; and (5) the colleges failed to deal with their financial problems in any coherent and consistent manner. Contains 47 reference notes. (KM)

ED 304 063 HE 022 229

Machell, David F.
A Discourse on Professorial Melancholia.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Depression (Psychology); Higher Education; Job Satisfaction; *Motivation; Professional Recognition; Psychotherapy; Self Concept; *Self Esteem; *Teacher Attitudes; Teacher Student Relationship

The concept of professorial melancholia is introduced and discussed. Professorial melancholia is defined as a progressive emotional process characterized by the negating of a university professor's professional motivation, positive attitudinal focus, and adequate personal self-esteem. The beliefs and environmental and personal factors found in the academic life that contribute to the three stages of professorial melancholia are discussed. Two irrational beliefs, that one must excel in all areas and be loved/approved of by everyone, are considered to be underlying factors, which may be exacerbated by the transition from being a graduate student to being a faculty member, with the resultant changes in the nature of relationships with both students and faculty and change from a nurturing to a non-nurturing environment. The three stages are defined as early (where causal factors are beginning to have their detrimental effect), middle (where the influence of the initial causal factor is progressing and having a noticeable impact), and late (where the impact on the professor's environment, performance and lifestyle is most noticeable and negative). Counseling treatment that directly addresses the professorial role dysfunction is recommended. It is considered vital for therapists to see these issues in their totality, as important lifestyle and life support concerns that need to be addressed. Contains 19 references. (KM)

ED 304 064 HE 022 230

Ragosta, Marjorie
Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83. College Board Report No. 87-2.
College Entrance Examination Board, New York, N.Y.

REPORT NO.- ETS-RR-87-2
PUB DATE- 87
NOTE- 75p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aptitude Tests; College Admission; *College Entrance Examinations; *Disabilities; Hearing Impairments; Higher Education; High School Seniors; Learning Disabilities; Physical Disabilities; Questionnaires; *Scores; *Standardized Tests; Visual Impairments

IDENTIFIERS- *Scholastic Aptitude Test; Student Descriptive Questionnaire

Four years of data (1980 to 1983) from "College-Bound Seniors: Eleven Years of National Data from the College Board's Admissions Testing Program 1973-1983" have been extracted and reported as a comparison for analogous data on test takers with hearing, learning, physical and visual disabilities over the same four years. The data on test-takers with disabilities results from an analysis of data on special test administrations of the Scholastic Aptitude Test (SAT) for students with disabilities. Highlights of the 19 tables include the following: (1) the number students registering to take the SAT under the Admissions Testing Program's Services for Handicapped Students increased by more than 80% from 1980 to 1983, with most of the change occurring in the number of learning-disabled test-takers, which increased from 57% to 71%; (2) test-takers with disabilities consistently earned lower mean verbal scores than the college-bound seniors; those with visual and physical impairments earned higher mean scores than those with learning disabilities, who earned higher mean scores than those with hearing impairments; (3) the pattern of the math scores for disabled test-takers was the same, though less extreme; (4) although minority students represented 18% of college-bound seniors, they were present in lesser proportions among the disabled test-takers; (5) learning-disabled test-takers came from families with relatively high incomes; and (6) compared to the college-bound seniors, a larger percentage of disabled test-takers reported goals associated with 2 years of postsecondary education and a smaller percentage reported a goal of graduate study. The Student Descriptive Questionnaire is appended. (KM)

ED 304 065 HE 022 231

Davis, Junius A.; Borders-Patterson, Anne
Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study. College Board Report No. 86-7.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 86
NOTE- 28p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; *College Environment; College Freshmen; *College Students; Higher Education; Questionnaires; Racial Attitudes; Racial Discrimination; *Racial Integration; *Racial Relations; State Surveys; *Student Attitudes; Student Characteristics; Student Motivation
IDENTIFIERS- *North Carolina

A study was conducted to gather responses to the question "what is it like to be a black student on a traditionally or predominantly white campus in 1986?" Responses were gathered by 22 black student leaders from 13 predominantly white campuses in North Carolina, using random samples of black first-year students at their institutions. This study replicates a study involving the same institutions in 1969-70. Following a description of the background and procedures of both studies, responses are discussed under the following categories: reasons for choice, contacts with the college of choice prior to entry, the high school experience, the first-year experience in college, perception of institutional policies and climate, plans for the future, and the black student's advice to prospective students. Conclusions include the following: (1) advancements have been made by all parties since 1970, including students, faculty and administrators of both races; (2) as before, black students come with fairly pragmatic career interests that their programs are perceived to serve; (3) there seems to be a greater sophistication about white colleges, the social climate, and the need for hard work; (4) for black students who are not athletes, the black athlete seems to be more a member of the athletic community than of the black student community; (5) the negative reactions of the group to traditional black institutions may offer reasons for the continued erosion of black student admissions in traditionally black institutions; (6) the importance of black faculty is underscored in both studies; and (7) black students in 1986 appear less uncomfortable, less likely to blame and attack the environment, and more adept at fitting in. The following are appended: a list of the institutions and their student interviewers; selected statistics on minority enrollment and interviews in the sample institutions, and the interview guide. (KM)

ED 304 066 HE 022 234

Nursing Education 1986.

New York State Education Dept., Albany. Office of the Professions.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; *College Admission; *College Applicants; *Enrollment; Enrollment Trends; Higher Education; Licensing Examinations (Professions); Minority Groups; *Nursing Education; Professional Education; Scores; Sex Differences; Standardized Tests; Teacher Qualifications
IDENTIFIERS- *New York

Forty tables present the following types of information about nursing education in New York State: the number of applications received for nursing programs; the number of new students admitted; total program enrollment; graduations according to sex and racial/ethnic origin of students; the number of unfilled places; and the number of qualified applicants that the program could not accommodate. Statistics are also included that compare the performance of first-time New York State candidates taking the National Council Licensure Examinations for registered nurses and practical nurses to national statistics. The educational preparation of nurse faculty members is also presented, according to the types of nursing programs. The data are presented for 5-year periods, where possible, and by Regents Planning Regions to aid in following trends and regional differences. Data are based on the 1986 annual report submitted by schools of nursing. The following are appended: a glossary; a list of counties in the eight higher education planning regions of the state; and a map showing Regents Planning Regions and the number of programs preparing students for eligibility to the registered nurse and practical nurse examinations. (KM)

ED 304 067 HE 022 235

The Alaska Student Loan Program: Program Description, Questions and Answers, Loan Statutes, Loan Regulations.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- Oct 88
NOTE- 23p.; Not available in paper copy due to small print.
AVAILABLE FROM- Alaska Commission on Postsecondary Education, P.O. Box FP, Juneau, AK 99811.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Financial Aid Applicants; Financial Needs; Higher Education; Income Contingent Loans; *Loan Repayment; State Aid; *State Legislation; *State Programs; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Alaska

Pertinent information about the Alaska Student Loan Program is summarized. The topics covered include: purpose of the program; terms; questions and answers concerning loan amounts, application procedures and repayment; a payment reminder including a schedule of payments; the Alaska student loan statutes; and the Alaska student loan regulations. (KM)

DOCUMENT RESUME

ED 304 068 HE 022 239

State University System of Florida Master Plan, 1988-89--1992-93.
State Univ. System of Florida, Tallahassee.
PUB DATE- 88
NOTE- 55p.; Portions printed on gray paper may not reproduce well.
AVAILABLE FROM- State University System of Florida, 107 West Gaines Street, Tallahassee, FL 32399.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Administration; *College Planning; College Programs; *College Role; Educational Finance; Educational Objectives; Enrollment Trends; Expenditures; Higher Education; Income; Institutional Characteristics; *Master Plans; Mission Statements; Multicampus Colleges; Scores; Standardized Tests; State Aid; *State Universities; Student Personnel Services
IDENTIFIERS- *Florida; *State University System of Florida

The master plan for the Florida State University System includes the mission statements of the nine universities and provides economic, demographic, financial, enrollment and other trend data. Topics are covered in the following chapters: (1) "Progress during the Last Five Years"; (2) "Roles of the State University System"; (3) "Goals of the State University System"; (4) "Profiles: Missions and Development" (University of Florida, Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, and the University of North Florida); (5) "Student Affairs in the State University System of Florida"; and (6) "Financial Issues." A series of charts and graphs depict data on enrollments, standardized test scores, endowed chairs, expenditures, revenues, appropriations and disbursements. (KM)

ED 304 069 HE 022 255

Young, Raymond J.
Factors Associated with Creative Collegiate Summer Programs.
SPONS. AGENCY- North American Association of Summer Sessions, St. Louis, MO.; Western Association of Summer Session Administrators.
PUB DATE- Mar 87
NOTE- 67p.; Partially supported by Phi Delta Kappa.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Creative Activities; *Creative Teaching; *Creativity; Higher Education; Imagination; Institutional Characteristics; Social Influences; *Summer Programs; Teacher Influence

A study was conducted in 1986 to ascertain factors associated with creative summer session programs among U.S. universities and colleges. All were classified by Carnegie type as Doctoral granting, Research, and Comprehensive; all similar Canadian universities were considered, and 14 were included. Areas examined included: institutional characteristics; definitions imposed; descriptions of the programs identified as creative; factors perceived as associated with the presence of creative summer programs; mode of decision making; program evaluation structure; and financial support of summer sessions. Study findings reinforce the tenets of the theories of incentives, human behavior motivation, and organizational behavior. There were no surprises. Internal factors perceived to be most closely related to the presence of creative summer term programs were individual faculty initiative often stimulated by financial incentive and central administrative encouragement, psychological support of instructional unit administrators and faculty, and leadership by summer session administrators in a flexible climate. Influential external factors were societal trends, public concerns, felt needs and desires of current and potential students, and suggestions of occupational and professional groups in the institution's service region. Appended are descriptions of institutions studied, creative programs and activities identified, and names of institutions included in site visits. (SM)

ED 304 070 HE 022 256

Stocker, Sheila L.; Magee, Ray

The Black Students' View of the White Students Attending Fayetteville State University.

PUB DATE- Mar 88
NOTE- 14p.; An Undergraduate Student Study in Education Project. An Omicron Beta - Kappa Delta Pi publication.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Attitudes; *Black Colleges; *Black Students; *College Desegregation; College Students; Cultural Differences; Higher Education; Minority Group Influences; *Minority Groups; Racial Attitudes; School Surveys; State Universities; *White Students
IDENTIFIERS- *Fayetteville State University NC

The results of a study on the position and attitudes of black students at the traditionally black Fayetteville State University (FSU), North Carolina, to the presence of white students are presented. During the fall semester of 1987, the undergraduate white student body comprised 20.4%, compared to 3% prior to 1967. A random sample survey was conducted of 96 black students, 57 of whom were born in North Carolina and 56 of whom lived on campus. Data were collected over a 1-week period. The questionnaire asked for data like reasons for attending FSU, type of financial assistance, major, grade point average, ability to communicate with white students on campus, attitude toward white students receiving minority grants to attend FSU, opportunities for social exchange with white students, and effort to make white students feel accepted. Results indicate the following: 45% of respondents felt the overall administration served as a leader in breaking down racial barriers; 87% did not have difficulty communicating with white students; 85% were not disturbed by the presence of white faculty members and students on campus; 33% felt white students appeared to have their input in the governance of the school; 84% would welcome the participation of white students in school functions; and 58% felt white students feel accepted by black students. (SM)

ED 304 071 HE 022 257

Szutz, Joseph J.; Pounds, Haskin R.
A Report on Student Retention in the University System of Georgia.
University System of Georgia, Atlanta.

PUB DATE- Apr 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Black Students; College Attendance; *College Freshmen; *Enrollment; Full Time Students; Higher Education; Institutional Research; *School Holding Power; State Surveys; State Universities; Student Attrition; Two Year Colleges
IDENTIFIERS- *Georgia University System

Data on short-term (first-year) and long-term (four-year) retention in the University System of Georgia are presented. This report shows the first-year retention rates for all first-time, full-time freshmen students who entered a University System institution in the fall quarter of 1986. The aggregate 1-year rates for the system as a whole, for each institutional type, and for each individual institution in the system are presented. Those persistence rates are further broken down into developmental studies and regularly admitted freshman subcategories as well as black and "all other" race subsets. In the same basic format, multiple-year retention rates are presented. Major study findings include the following: (1) more "all other" race than black students are retained from the first to the second year; (2) universities have the highest first-year persistence rates as a group, followed in order by senior colleges and junior colleges; (3) attrition is substantially higher in the first than in subsequent years; (4) the first-year overall retention rates of 30 of the 33 units in the University System (as of 1984) were higher in 1987 than in 1984; and (5) of the same 33 system units, only 18 increased their 1-year retention rate from 1985-86 to 1986-87. Eight appendices are tables showing 1-year and four-year retention data for universities, senior colleges, two-year colleges, and system and group totals. Contains 21 references. (SM)

ED 304 072 HE 022 258

Szutz, Joseph J.

Analysis of Degrees Conferred by Level, Discipline, Race, and Gender.

University System of Georgia, Atlanta.
PUB DATE- Feb 88
NOTE- 42p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Black Students; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Educational Assessment; Graduate Surveys; Higher Education; Majors (Students); Masters Degrees; Professional Education; Racial Differences; Sex Differences; State Universities; *Student Characteristics; Womens Education
IDENTIFIERS- *Georgia University System

Data on degrees conferred by institutions in the University System of Georgia, an important indicator of University System productivity and of the impact of public higher education on the state and its citizens are discussed. Data were obtained from the Student Information Reporting System. Statistics indicate the following: (1) not only has the total number of degrees conferred been increasing since 1981, but the number of degrees conferred in 1987 is the highest ever awarded by the University System of Georgia; (2) business is the most prevalent bachelor's degree field, and education is the most prevalent master's and doctorate degree field; (3) the number of bachelor's degrees in education continues to decline with potentially negative consequences for Georgia; (4) law is the most prevalent professional degree; (5) the number of degrees awarded to black students increased at every degree level except master's between 1978 and 1987; (6) female students increased their proportions of degrees awarded in virtually every level and field since 1978; and (7) neither black nor female students earn an equitable proportion of total degrees awarded in science, mathematics, and engineering. An appendix provides statistical tables on associate, bachelor's, master's, professional, and doctoral degrees conferred by discipline. (SM)

ED 304 073 HE 022 259

Lewis, Raymond J.; Wall, Milan

Exploring Obstacles to Uses of Technology in Higher Education. A Discussion Paper.

Academy for Educational Development, Inc., Washington, D.C.
PUB DATE- 7 Dec 88
NOTE- 16p.; Discussion paper for "Technology in Higher Education: A Round Table" (December 6-7, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Appropriate Technology; Attitudes; Audiovisual Aids; Automation; Computer Uses in Education; Culture Lag; Distance Education; Educational Development; *Educational Technology; Higher Education; *Information Technology; Instructional Improvement; Instructional Systems; Multimedia Instruction; *Technological Advancement
IDENTIFIERS- *Resistance To Change

A discussion of the role of technology in teaching and learning in higher education focuses on obstacles to the successful infusion of information technologies in the classroom. It comes at a time when colleges and universities are poised for a giant leap forward into a variety of new technologies, a situation brought on by increasing societal pressure and continued advances in technology. Colleges and universities are faced with keeping pace with a technological revolution of mammoth proportions, but the pace of introduction of various technologies has moved slowly despite the increasing proliferation on the market of computing, audio, video, and such interactive technologies as videodisc and two-way audio-video systems. The role of information technology in higher education is discussed in terms of historical perspectives, and reasons for using or not using technology. Information on the obstacles to appropriate and effective instructional use of information technologies is presented in relation to on-campus learning (technical, structural, and attitudinal obstacles) and distance learning (with the same obstacles). Despite various complex, interrelated obstacles to technology use there are signs of genuine progress in the development of varying uses of technology in colleges and universities. It is time to encourage strategies to pilot developments, expand existing usages, and cooperate with the private sector in order to embrace the profit motive and the goals of education. (SM)

ED 304 074 HE 022 260

Van Shelhamer, C.; Waters, Robert
Self-Concept: A Tool for Retention of College Students.
PUB DATE- 3 Dec 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Persistence; *Academic Probation; College Students; Discipline; Educational Attainment; Higher Education; Performance; Quarter System; *School Holding Power; *Self Concept; Seminars; State Universities; *Student Improvement; *Suspension
IDENTIFIERS- *Montana State University

A trial program at Montana State University (MSU) was designed to enhance students' chances for academic success by running an experimental seminar for students suspended for the first time. A unique problem exists for MSU students suspended at the end of the spring quarter. Since summer school is not a quarter, those suspended for the first time at the end of the spring quarter cannot re-enroll until the winter 6 months later. It was suggested that if students could stay rather than be suspended, the university's financial posture would improve and students would feel better about the educational experience. This would make MSU attractive and serve as a recruiting tool. In this experiment, when students were informed of their spring quarter suspension, they were told of the opportunity to return in the autumn quarter if they successfully completed a 40-hour academic achievement seminar. Fifty-five of the 180 suspended attended. The seminar covered career decision making, keys to excellence, university study skills and techniques, coping with college life, and college education perspective. Each student was assigned a mentor. Results include the following: all 55 successfully completed the seminar, and 49 registered for MSU's autumn quarter; of those who completed the winter quarter, 57.5% had a 2.0 or better GPA; and after three quarters, 61% of those enrolled in the autumn quarter were still eligible to enroll at MSU at the end of the spring quarter. Students were interviewed and expressed greater confidence since attending the seminar. (SM)

ED 304 075 HE 022 261

Douglas, Joel M., Ed.
Collective Bargaining and the Economic Condition of Higher Education. Proceedings of the Annual Conference (16th, New York, New York, April/May 1988).
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
REPORT NO.- ISBN-0-911259-24-4
PUB DATE- May 88
NOTE- 162p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Bernard Baruch College, City University of New York, New York, NY ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Collective Bargaining; Compensation (Remuneration); Educational Economics; Educational Finance; Employer Employee Relationship; Faculty College Relationship; Higher Education; Labor Relations; Quality of Working Life; Salary Wage Differentials; State Aid; Taxes; *Teacher Rights; Teacher Salaries; *Unions
IDENTIFIERS- Drug Use Testing

Papers on collective bargaining and the economic condition of higher education are presented in six sections: financing; the next decade; campus bargaining; economics of education/labor markets; faculty compensation; and workplace issues. Papers include: "State Tax Capacity and Funding of Public Higher Education" (Kent Halstead); "State Support of Higher Education: A 20-Year Contextual Analysis Using Two-Year Percentage Gains in State Tax Appropriations" (Edward R. Hines); "Financing Higher Education in New York State in the 1980s" (Carl P. Carlucci); "Capital Expenditures in Higher Education: The Funding Dilemma" (Nancy Rapoport); "Collective Bargaining Faces the '90s" (Gene I. Maeroff); "Societal Change in the Next Decade: Implications for Higher Education" (Michael D. Usdan); "Bargaining for Professionalism: A Union Vision of the Future" (John M. Reilly); "What Do Unions Do?" (Richard B. Freeman); "Campus Bargaining and the Law: Annual Update" (Woodley B. Osborne); "What Does the Contract Cost in Dollars and Cents?" (James H Tinsman); "Part-Time Faculty in the University of Maine System: Less Than Full-Time, More Than Adjunct" (Samual D'Amico); "Elimination of Mandatory Retirement: Anticipating Faculty Response" (C. Gregory Lozier); "Trends in the Higher Education Labor Market" (Henry B. Schechter); "The Union Wage Differential" (H. Kent Baker); "Salary Disparities of Women Faculty: Pay Equity Issues in Higher Education" (Christine Maitland); "Faculty Salary Data Bases: The University of New Hampshire Model" (Gary Wulf); "Drug Testing" (P. Edward Cook, Jr.); "Health Screening--The AIDS Dilemma" (Mark Senak); and "Tax Reform and Faculty Income" (Alfred Sumberg). (SM)

ED 304 076 HE 022 262

Directory of Economic Development Programs at State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.

SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.

REPORT NO.- ISBN-0-88044-094-5

PUB DATE- Feb 89

NOTE- 188p.

AVAILABLE FROM- AASCU Press, 4720 Boston Way, Lanham, MD 20706 ($22.50 paperback, plus $2.00 shipping).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Programs; Community Services; *Developmental Programs; *Economic Development; Economic Progress; Higher Education; *Outreach Programs; *Public Colleges

A directory describing some of the economic development outreach programs currently administered by colleges and universities is presented with detailed descriptions of examples of the current wide variety of economic development activities. Listings for 382 programs at 170 public higher education institutions nationwide are provided, based on data from a 1987 mail survey of all presidents, chancellors, and system heads of member institutions of the American Association of State Colleges and Universities and the National Association of Land-Grant Colleges. Programs included had to meet the following criteria: permanence, have economic development as the primary objective with some form of community or regional outreach, and a maximum of 10 program listings per institution. The four main categories are multiple services for general audiences, multiple services for specific audiences, specific services for specific audiences, and specific services for general audiences. Programs are listed alphabetically by state and include such information as description (i.e., goals, activities, innovations, audience), structure (i.e., staffing, advisory board, funding), future plans, advice, products (i.e., publications and awards), and contact persons. Two indices list programs by objective and by state. (SM)

ED 304 077 HE 022 263

The Revitalization of Rural America.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Feb 89
NOTE- 5p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *College Role; Equal Education; Higher Education; Influences; Outreach Programs; Position Papers; Public Policy; *Rural Development; *Rural Education; Self Help Programs; Social Differences; State Colleges
IDENTIFIERS- *American Association of State Colleges and Univs

A policy statement by the Committee on Agricultural and Rural Development of the American Association of State Colleges and Universities (AASCU) is presented. The mission of AASCU institutions involved in education and rural development includes to help strengthen the rural population and to dispel its isolation, reduce its poverty, link it to the global economy, and sustain its values. Many rural communities today are collapsing under the pressures of farm foreclosures, declining markets for traditional natural resource based industries, and devolution of traditional federal and state government responsibilities. Colleges can play a major role in building the capacity of the rural population to deal with current economic/educational problems. The following are some of the nine guidelines for AASCU institutions involved in service to rural communities: (1) they must understand the unique nature of the problems and believe in the peoples' determination and participation in the planning of education; (2) they should facilitate self-help; (3) higher education should assist the agricultural and natural resources sector of the country to survive in this technological world; (4) adult and continuing education should be continued; and (5) emerging distance learning technologies are a major part of the solution to overcoming rural isolation. Rural students are entitled to equity, both in quality of education and the variety of choices available. (SM)

ED 304 078 HE 022 264

1989 Public Policy Agenda.

American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Feb 89
NOTE- 13p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Community Development; *Economic Development; *Educational Finance; *Educational Opportunities; Federal Aid; Higher Education; Policy Formation; Position Papers; *Public Policy; State Aid; State Colleges; Student Financial Aid
IDENTIFIERS- *American Association of State Colleges and Univs; Tuition Benefits

A policy statement on 1989 public policy agenda by the Council of State Representatives of the American Association of State Colleges and Universities (AASCU) is presented. Eight issues were examined, with three being the primary areas for emphasis. They are: (1) educational opportunity and achievement (with such directives as advocating federal legislation consistent with the Higher Education Act and stimulating federal and state interest in new supplemental programs to reduce the student loan debt); (2) higher education finance and policy (with directives like advocating a permanent extension in the tax code of tax-free tuition benefits for employees who enroll in college-level courses and advocating funding at the state level to institutions that sufficiently reflects affordable low tuition levels at public colleges and universities); and (3) community and economic development (with such directives as advocating federal and state funding for things like long-term reciprocal student and faculty exchange programs, inservice education, and area studies and advocating voluntary national public service legislation that does not supplant existing student financial assistance programs). AASCU advocates policies that reallocate, realign, or reconfigure programs and funding and propose new funding for high priority programs. (SM)

ED 304 079 HE 022 265

Ethical Practices for College Presidents.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Feb 89
NOTE- 5p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; Behavior Standards; *College Presidents; *Ethics; Higher Education; *Moral Values; Organizational Climate; Policy Formation; Position Papers; Public Policy; State Colleges
IDENTIFIERS- *American Association of State Colleges and Univs

A policy statement on ethical practices for college presidents developed by the Committee on Governance of the American Association of State Colleges and Universities (AASCU) is presented. Presidents of AASCU member institutions recognize the special responsibilities that pertain to them by virtue of the public trust they hold. To fulfill that trust, presidents should adhere to the following standards in exercising their responsibilities: (1) create, foster, and maintain on campus an atmosphere of academic freedom conducive to the pursuit of knowledge and the open exchange of ideas; (2) place loyalty to the institution above self-interest; (3) ensure that institutional policies and practices uphold the dignity of each member of the campus community and do not discriminate; (4) exercise appropriate probity and caution in using financial resources available through campus foundations or other organizations; (5) ensure that the institution's business and public affairs are conducted ethically; (6) use the special privileges and advantages accruing to the office of the president for the enhancement of the institution; and (7) create an atmosphere of collegiality and fairness in relationships with other institutions to ensure healthy competition rather than destructive rivalry. (SM)

ED 304 080 HE 022 266

The President and the Governing Board. Conditions for Effective Leadership.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Feb 89

NOTE- 6p.

AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Organization; Administrator Guides; *Administrator Responsibility; Behavior Standards; *Board Administrator Relationship; College Administration; *College Presidents; *Governing Boards; Higher Education; *Interprofessional Relationship; Policy Formation; Position Papers; Public Policy; State Colleges

IDENTIFIERS- *American Association of State Colleges and Univs

A policy statement on the president and governing board developed by the Committee on Policies and Purposes of the American Association of State Colleges and Universities (AASCU) is presented, and the roles, responsibilities, and relationships of the governing board and the college president are outlined. The role of the U.S. college or university president is central to the successful development of institutions of quality and stability. The roles of universities and colleges and of the governing board are also defined. Presidential responsibilities include the following: (1) direction of current and long-range planning; (2) development and maintenance of academic programs to achieve the institutions's mission and goals; (3) development and maintenance of an appropriate personnel system; and (4) representation of the university or college to relevant external constituencies. Relations between the board and the president should reflect mutual respect and confidence at all times. Board/president relationships should include direct access to the governing board, governing board requests for the president's advice and recommendations on all matters, and presidential authority to recommend personnel actions subject to contractual and legal limitations. (SM)

ED 304 081 HE 022 268

Siegel, Betty L.
The Changing Role of the Presidency: Civility, Cooperation, and Caring. 1988 President-to-Presidents Lecture.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Feb 89

NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of State Colleges and Universities (28th, Baltimore, MD, November 1988).
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Behavior Standards; *College Presidents; Competence; Higher Education; *Leadership Qualities; *Leadership Responsibility

This lecture discusses the changing role of the presidency. It looks at how college presidents came to know for the first time themselves as presidents, the academy, and the purpose of education. The importance of recapturing the spirit that originally brought them into the profession is stressed. Presidents are encouraged to continue to set the standard for leadership in higher education, sharing their vision with the campus and the larger community. In order to win public support and campus approval, today's president must carefully evaluate his or her role as a spokesperson for higher education and as an educator. Presidents should set the tone for their colleges. It is important to create an administrative team that includes the faculty. College presidents must restore the centrality of teaching on all campuses, and combine competence with commitment. The challenge to all college presidents is how to ask the right questions to get at what is the heart and the essence of the academy. (SM)

DOCUMENT RESUME

ED 304 082 HE 022 269

Ludwig, Meredith; And Others
Student Charges at Public Institutions: Annual Survey 1988-89.
American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.
PUB DATE- 89
NOTE- 121p.
AVAILABLE FROM- American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036 ($3.00 members, $6.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Housing; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Higher Education; Inflation (Economics); Land Grant Universities; Parent Financial Contribution; *State Colleges; *Student Costs; Student Needs

The 1988 report on student charges at public colleges and universities compiled by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASULGC) describes the costs of attending about 90% of the nation's publicly assisted, four-year institutions of higher education. It focuses on the relationship of increasing enrollments to adequate campus finances and student housing. It documents a higher overall rate of increase for student charges this year, reflecting a shifting balance in the share of costs paid by students, their parents, and public resources. About 60-70 institutions (of the approximately 500 surveyed) did not change their tuition and fee charges this year. The difficulty in reconciling policy with the reality of financing public higher education is highlighted. It is noted that future costs of college attendance will be influenced by state policies concerning the share of cost paid by the student and family, and other cost pressures. Six appendices are: undergraduate charges, fall 1987 and 1988 AASCU members; graduate tuition and fees, fall 1987 and 1988 AASCU members; undergraduate charges, fall 1987 and 1988 NASULGC members; graduate tuition and fees, fall 1987 and 1988 NASULGC members; charges at nonaffiliated institutions, fall 1988; and first-professional tuition and fees, fall 1988 AASCU, NASULGC, and nonaffiliated. Tables are included. (SM)

ED 304 083 IR 013 601

Public Domain Software for Education.
Scholastech, Inc., Cambridge, MA.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
PUB DATE- 86
NOTE- 23p.
GRANT- G008541272
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Courseware; Curriculum Development; Database Management Systems; Educational Improvement; Electronic Mail; *Evaluation Criteria; Higher Education; *Information Dissemination; *Information Networks; *Library Collection Development; Microcomputers; Needs Assessment; User Needs (Information)
IDENTIFIERS- *Free Materials; *Public Domain Software; Software Evaluation

This report describes a project undertaken by Scholastech, a public charity addressing the development needs of computing educators, which was designed to advocate and support the increased use of free software in the college curriculum. The first of five sections provides a brief overview and statement of project objectives, i.e., to serve college instructors, small college administrators, and educational researchers searching for cost-effective, educationally-tested software for the curriculum. The second section focuses on the purpose of the project, which was to define the corpus of software in the public domain, determine the role of this free software in the curriculum, identify reliable sources of free educational software, and consider the problem retrospectively. The background and origins of the project are discussed in the third section, and the fourth presents descriptions of the major project activities, including the development of a collection of free software (MS-DOS, UNIX, Macintosh), the formalization of software evaluation criteria, the creation of a database for the management of software evaluations, the development of a delivery system in the form of the mass distribution FIPSE (Fund for the Improvement of Postsecondary Education) disk, and the distribution of the FIPSE R&D Disk. The final section reports the results of the study, which suggest that schools can afford to provide commercial hardware and software, or pursue major development projects, but not both. Suggested evaluation criteria, a sample "Quick Reference Listing," and sample resource screens for IBM/ATT PC-compatibles are appended. (CGD)

ED 304 084 IR 013 602

Stigleman, Sue E.
The Software Jungle: To Guide or Not To Guide.
PUB DATE- May 88
NOTE- 8p.; Paper presented at the National Online Meeting (New York, NY, May 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Libraries; *Citations (References); Comparative Analysis; *Computer Software; Computer Software Reviews; *Evaluation Criteria; Feedback; Higher Education; Information Dissemination; *Information Services; Library Services; Microcomputers; *User Needs (Information)
IDENTIFIERS- Computer Centers; Software Evaluation; University of North Carolina Chapel Hill

This report describes a project which evaluated five IBM and Macintosh bibliographic formatting software programs--ProCite, Sci-Mate, Reference Manager, Notebook II, and Bibliography--and which was conducted by the Health Sciences Library at the University of North Carolina at Chapel Hill at the request of the campus microcomputer support center. Descriptions of project activities and how well they worked are presented in four categories: selecting and communicating criteria for evaluation; knowing users' needs (expanding your perspective beyond the library); working with software producers; and establishing responsibility and limits for supporting the chosen software. Reactions to the evaluation project and the selected programs are reported, and nine steps are suggested for anyone undertaking a similar project: (1) publicize the fact that the evaluation is being initiated; (2) actively solicit user input; (3) arrange software presentations by users and vendors; (4) visit a few active users of some of the programs; (5) develop and articulate the evaluation criteria; (6) conduct structured evaluations of all of the software being considered; (7) make the selection and advertise it along with the evaluation criteria and a description of the evaluation process; (8) solicit feedback from users on an ongoing basis; and (9) continue to monitor new versions and new programs, comparing them to your original choice(s) and user feedback. (CGD)

ED 304 085 IR 013 603

Pettersson, Rune
Visuals for Information.
Esselte Forlag, Stockholm (Sweden).
PUB DATE- 88
NOTE- 298p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Cognitive Style; *Communication (Thought Transfer); *Communication Research; Foreign Countries; *Information Systems; *Mass Media; Models; *Perception; Verbal Learning; Visual Learning; *Visual Literacy
IDENTIFIERS- Information Society; *Visual Verbal Synchrony

This report focuses on the visual component of verbo-visual literacy, a communications concept involving the production, transmission, and perception of verbal and visual images. Five current problem areas in verbal-visual research are introduced and discussed: (1) communication (communication models, media consumption, new media, the information society, and screen communication); (2) perception, learning, and memory (our senses, listening and looking, and learning and memory); (3) literacy (language, verbal languages, characteristics of verbal languages, visual languages, and current research); and (4) designing visuals for information (content, execution, context, and format). An

extensive list of references is included at the end of each section. (CGD)

ED 304 086 IR 013 604

Audiovisual Facilities in Schools in Japan Today.
Ministry of Education, Tokyo (Japan).

PUB DATE- Aug 88
NOTE- 12p.; Paper presented at the China Association for Foreign Language Instructional Technology (Higher Education) (Qungdao, China, August 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Instruction; Computer Assisted Instruction; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Media Specialists; *Microcomputers; National Surveys; Teacher Developed Materials; *Use Studies; Video Equipment
IDENTIFIERS- *Diffusion of Innovations Research; *Japan

This paper summarizes the findings of a national survey conducted for the Ministry of Education, Science, and Culture in 1986 to determine the kinds of audiovisual equipment available in Japanese schools, together with the rate of diffusion for the various types of equipment, the amount of teacher participation in training for their use, and the quantity of locally produced materials. Equipment covered by the survey included television receivers, tape recorders, radios, slide projectors, building-wide address systems, overhead projectors, record players, microcomputers, videotape recorders, and compact disc players. A brief outline reports the average number and diffusion rates of the various types of audiovisual equipment in the schools from kindergarten through senior high school. Short discussions are then presented on the following topics: diffusion rates and average numbers of major types of audiovisual equipment; trends in diffusion rates of video equipment, compact disc players, and microcomputers; utilization of audiovisual media and materials; frequency of utilization; utilization by subject area; participation in training seminars on educational technology and/or microcomputers; and local production of slides, overhead transparencies, videotapes, audiotapes, and computer software. Summaries of the data are presented in 13 tables and two figures. (CGD)

ED 304 087 IR 013 605

Wan, Jiaro; Li, Zhongmin
Educational Technology Research and Development in The People's Republic of China.
PUB DATE- Aug 88
NOTE- 12p.; Paper presented at the China Association for Foreign Language Instructional Technology (Higher Education) (Qungdao, China, August 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Developing Nations; Distance Education; *Educational Technology; Educational Television; Foreign Countries; Government Role; Higher Education; Information Networks; Microcomputers; *Research and Development; Research Needs; Teacher Education; Videotape Recordings
IDENTIFIERS- *China

This paper summarizes the development of educational technology in China from 1949-1966 and from 1976 to the present, and training in educational technology since 1980. It also summarizes research in educational technology--which has recently shifted from an epistemological to a methodological perspective--with higher levels of research being done at Peking Normal University and East China Normal University where the emphasis is on the modernization of educational technology, future development, and policy making. Research at universities and educational technology centers with different orientations from the other two institutions is also discussed, including studies of existing problems and ways to improve the current systems of educational technology. The paper concludes with a discussion of the future of educational technology in China and suggestions for future research in five major areas: (1) remote education; (2) expansion of television universities; (3) design and publication of instructional courseware; (4) computer-assisted instruction in the classroom; and (5) educational communications networks. (CGD)

ED 304 088 IR 013 606

Yang, Mei-Ling

On Principles of Tape Editing and Recording and Its Quality Assessment.

PUB DATE- Aug 88
NOTE- 16p.; Paper presented at the China Association for Foreign Language Instructional Technology (Higher Education) (Qungdao, China, August 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustics; *Audiotape Recordings; Developing Nations; *Evaluation Methods; Foreign Countries; Music; Noise (Sound); *Production Techniques; *Quality Control; Second Language Learning; *Teaching Methods
IDENTIFIERS- *China

This paper explains the principles involved in tape editing and recording for foreign language teaching and in the assessment of the quality of the finished product. Three major points involved in tape making are discussed: (1) compilation of a listening text (requires familiarity with foreign language learning and teaching, as well as an awareness of the needs of society as a whole); (2) tape editing and recording (requires a clear specification of the aims and purposes of learners, specific learning contents, teaching requirements, and forms; a recognition that a recorded tape is only a part of the whole text; and careful planning and proper arrangement of audiovisual materials); and (3) technical problems of language recordings (technical quality, recording acoustics, language standards, and artistic techniques). Discussions of these points provide some constructive guidelines for the assessment of the quality of a recorded tape. Common terms used in quality assessment are explained and classified as commendatory or derogatory. Because the history of audiotape making in China covers such a short span of time, it is recommended that experiences in this area of technology be summed up frequently in order to promote its further development. (CGD)

ED 304 089 IR 013 607

Moxley, Roy A.; Joyce, Bonnie
Creative Spelling with Visual Strategies on the Microcomputer.

PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Creative Teaching; Epistemology; *Learning Strategies; *Microcomputers; *Phonology; Primary Education; Psychological Studies; Speech Skills; *Spelling; *Visual Learning
IDENTIFIERS- West Virginia University

In a study involving creative spelling, 300 kindergarten children and one first grader used computer programs to spell words in isolation and in stories they wrote. As the children made progress toward writing words in conventional spelling, they developed phonological spelling strategies similar to those that have previously been reported for children using paper and pencils. At the same time, they also developed visual spelling strategies in more detail than previously reported. There was no delay in the development of visual strategies to justify the claim that a new visual state of spelling occurs after a phonetic stage. The development of visual, print-based spelling strategies by the children is discussed in terms of the microcomputer's potential for accelerating the acquisition of spelling skills, and includes the following observations: (1) stage theories of spelling development need to be adjusted to account for visual strategies in more detail before the transitional stage; (2) creative variations that follow a standard spelling are not simply a relapse to a transitional or phonetic stage; (3) sometimes only visual influences, but alternatively alternating and simultaneous visual and phonetic influences, appear in the development of a child's spelling; (4) the computer has exceptional capabilities for making children aware of letter relationships in spelling. A note on how to obtain the computer programs used in this study, 11 tables, and three figures are included. (27 references) (CGD)

ED 304 090 IR 013 608

Schlenker, Richard M.

Developing Data Base Files Using the AppleWorks Data Base Subprogram and Apple IIe or GS Computers.
PUB DATE- Sep 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; *Database Management Systems; Guidelines; Information Sources; *Microcomputers
IDENTIFIERS- *Apple IIe; *AppleWorks

Developed around the technology of the Apple duodisk drive, five and one-fourth inch floppy disks, and the 1.3 version of the AppleWorks program, this manual is designed for use as a "how to" training device in developing database files. The guide is meant to be used with Apple IIe or IIGS computers which have a duodisk or two disk drives and an 80 column card installed; other versions of the AppleWorks program; and the smaller disk drives presently available on the market. Necessary items and skills required by potential users of the manual are specified, and how to build and modify a database file is explained. It is noted that additional guidance in the construction of a database is available in the AppleWorks manual which accompanies the purchase of the program, or from manuals available in bookstores. (CGD)

ED 304 091 IR 013 609

Clarken, Rodney; And Others

Distance Learning with Microcomputers in the Virgin Islands.

PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Technology; Higher Education; Media Research; *Microcomputers; *Nontraditional Education; *Telecommunications
IDENTIFIERS- *BASIC Programing Language; *University of the Virgin Islands

This paper discusses distance learning with microcomputers and describes how the University of the Virgin Islands (UVI) has used and plans to utilize this technology. The paper is divided into the following topics of discussion: (1) distance learning systems with microcomputers; (2) educational needs of the U.S. Virgin Islands; (3) a profile of UVI; (4) the beginnings of distance learning at UVI; (5) a distance learning experiment in BASIC programming using telecommunications equipment (remote site versus home learning site learning); (6) 17 general findings based on the results of the study; (7) recent research and development in remote site learning; and (8) future directions in distance education using microcomputers. (2 references) (CGD)

ED 304 092 IR 013 610

Duby, Aliza
Educational Radio. We Can Learn from Other Countries' Experience. A Literature Survey. Internal Report.
South African Broadcasting Corp., Johannesburg.
PUB DATE- Apr 88
NOTE- 68p.; Appendix contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiences; Developed Nations; Developing Nations; Distance Education; *Educational Radio; Elementary Secondary Education; Foreign Countries; Higher Education; *Interaction; Literature Reviews; Mass Instruction; *Mass Media; Nontraditional Students; *Rural Development; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Radio Forums; *Radio Mathematics Project; South Africa; Two Way Radio; United States

An internal report of Educational Radio and Television (ERTV), the South African Broadcasting Corporation, this literature survey is designed to provide a basis for specific practical, local research in areas such as curriculum analysis, target audience research, research on listening habits, availability of the medium, cost analysis, and formative evaluation. The literature reviewed includes reports on past research, program experiences, innovative projects and developments, and radio school systems pertaining to the educational use of the radio in countries outside of South Africa. The review is divided into eight sections: (1) Radio Forums--A Strategy for Rural Development; (2) The Radio Language Arts Projects--Adapting the Radio Mathematics Model); (3) Radio Mathematics Report; (4) Radio Vision; (5) Two-Way Radios in Schools; (6) Educational Radio in the United States; (7) A College Degree via Radio; and (8) Educational Radio in Other Countries. A curriculum guide from the South Carolina Educational Television and Radio Networks is appended. (28 references) (CGD)

ED 304 093 IR 013 629

Using Public Television and Instructional Technologies To Meet Educational Needs. A Blueprint for Collective Action.

Corporation for Public Broadcasting, Washington, D.C.; Public Broadcasting Service, Washington, D.C.

PUB DATE- 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Educational Cooperation; *Educational Technology; *Educational Television; Elementary Secondary Education; Financial Support; *Instructional Improvement; Long Range Planning; *Programing (Broadcast); *Public Television

This paper presents a blueprint for creating a partnership between public television and the educational community in the provision of educational technology. As a first priority, the plan calls for the implementation of an advocacy effort to make educational, governmental, and corporate decision-makers, as well as parents, aware of the potential benefits technology holds for motivating and instructing children. While recognizing the local and highly autonomous nature of both schools and public television stations, the plan calls for building and/or strengthening partnerships between the two, aggregating and reallocating existing resources, and embarking on new collaborative initiatives in pursuit of new resources to accomplish shared local and national goals. In laying out responsibilities, the plan suggests continuation and significant enlargement of responsibilities for education and public television agencies at the local, state, regional, and national levels. In addition, the Public Broadcasting Service (PBS) is charged with taking on the tasks of national advocacy and coordination to foster a national climate conducive to the enhanced and invigorated use of technology in meeting educational needs. Five appendixes provide a glossary of terms, a list of groups involved in preparing the preliminary 1990s budget, related resolutions adopted by the PBS board, and acknowledgements. (EW)

Anbar, Michael
CASIP--A Novel Authoring Tool for Open Ended Natural Language CAI.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the International Conference of the Association for the Development of Computer-based Information Systems (28th, Washington, DC, November 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Individualized Instruction; *Instructional Design; Man Machine Systems; *Programing; *Programing Languages
IDENTIFIERS- *Natural Language; *Open Ended Questions

Computer-assisted instruction that uses open ended questions and calls for answers in natural language is the preferred method of instruction in many training situations. A novel authoring tool has been developed to meet the specific needs of open ended computerized instruction. This program, named CASIP, is essentially a single purpose interpreter which uses instructions contained in an ASCII file to interpret natural language in a prescribed context and to respond accordingly. This and other ASCII files, which contain the questions and the responses used during a learning session, are completely loaded into memory at the beginning of the session. The use of CASIP involves no preprocessing of the ASCII input files. To author computer-assisted instruction with CASIP requires no programming knowledge, and it can be done with any word processor or line editor. CASIP can be used to generate sophisticated open ended instructional sessions on any subject in just a few days. (4 references) (Author/EW)

ED 304 095 IR 013 631

Anbar, Michael

Cue-Free Computerized Interactive Tests--Computer Emulation of Oral Examinations.

PUB DATE- May 88

NOTE- 6p.; Paper presented at the American Association for Medical Systems and Informatics Congress (San Francisco, CA, May 5-7, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Testing; *Computer Simulation; Higher Education; *Medical Schools; *Microcomputers; Objectives; Tests

IDENTIFIERS- Medical Students; *Natural Language; *Oral Examinations; State University of New York Buffalo

This discussion of the use of microcomputer software in a medical school class for the purposes of emulating oral examinations begins by stating the three major goals of testing in medical school. The limitations of multiple choice tests and oral examinations are then discussed, and the use and suitability of computers to administer and to avoid the shortcomings of these kinds of tests are described. The advantages and disadvantages of using microcomputers to administer short answer and essay type examinations are also considered. The paper next describes the authoring software system, Computer Administered Socratic Instruction Program (CASIP), which is designed to create computer assisted instruction that responds to natural language input. The Computer Administered Socratic Examination Program (CASEP), a modified version of CASIP which was developed to administer cue-free interactive computerized tests run on IBM PC or compatible personal computers, is described in more detail. Steps in authoring a quiz using CASEP are outlined, tests of this method of quiz administration in a sophomore course on medical technology are briefly discussed, and the advantages of this methodology are summarized. (7 references) (CGD)

DOCUMENT RESUME

ED 304 096 IR 013 634

Duby, Aliza
Educational Radio. What the Research Says. A Literature Survey. Internal Report.
South African Broadcasting Corp., Johannesburg.
PUB DATE- Apr 88
NOTE- 101p.; For related reports, see IR 013 610 and IR 013 635.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiences; Distance Education; Early Childhood Education; *Educational Radio; Elementary Secondary Education; Foreign Countries; *Formative Evaluation; Instructional Development; Interaction; Literature Reviews; *Media Research; *Multimedia Instruction; *Needs Assessment; Rural Development; *Television Research
IDENTIFIERS- South Africa; Two Way Radio

This review of the literature on educational radio covers reports on research from many areas of the world. Prepared as an internal report for the South African Broadcasting Corporation (SABC) and Educational Radio and Television (ERTV), it was intended to provide a basis for both fruitful discussions and more specific and practical local research. The topics reviewed are organized under seven major headings: (1) The Functions of Broadcasts (the potential of radio); (2) Ideas That We Can Implement (understanding radio, health education programs, pre-school children, learning to listen, and disabled children); (3) Educational Radio Formats (open broadcast, open broadcasts with print, radio campaigns, radio school, radio forum farms, the radio animation groups, radio-vision, and interactive radio); (4) Educational Radio Style (in holding children's attention, program presentation, learning materials, "interactive" radio, and humor); (5) Educational Radio Management (cost control, systematic instructional development, distributed learning, research design, formative evaluation, summative evaluation, research in ERTV and SABC, organization and utilization in SABC); (6) Educational Radio Target Audience (teenagers and young adults, children, the teacher's role in infant and primary schools, role of parents, the teacher/radio partnership, Radio Teacher Training Programme, and radio audience); and (7) Radio Classroom. Brief descriptions of several educational radio programs that were presented in a series from January to April 1974 are appended. (30 references) (CGD)

ED 304 097 IR 013 635

Duby, Aliza
Radio Is an Educational Medium.
South African Broadcasting Corp., Johannesburg.
PUB DATE- 88
NOTE- 55p.; For related reports, see IR 013 610 and IR 013 634.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Analysis; *Curriculum Development; Distance Education; *Educational Radio; Foreign Countries; *Formative Evaluation; *Instructional Design; Literature Reviews; *Media Research; Models; Programing (Broadcast); Scripts
IDENTIFIERS- *Instructional Models; Radio Vision

This report summarizes information found in a survey of the literature on radio as an educational medium which covered the published literature from many areas of the world. Comments on the literature reviewed are provided throughout the text, which is organized under seven major headings: (1) Radio, Mass Medium; (2) Radio, the Medium (broadening the scope of the medium, radio cassettes, radio as a medium for distance education, and radio for adult education); (3) Educational Radio (harnessing the medium for education, supporting visual materials and radio-vision, one sensory channel, and cost); (4) Comparing Educational Media; (5) Educational Radio--Developing the Programs (supporting communication and evaluation, training provisions, analyzing the audience, attitudes, rigorous instructional design, program preferences, and listening habits); (6) Suggested Model for Developing an Educational Radio Program; and (7) Suggested Model for Educational-Radio Script). (12 references) (CGD)

ED 304 098 IR 013 636

Pike, Daniel W.; Weisbender, Leo
Microcomputers in Instruction, Los Angeles Unified School District, 1984-85 through 1986-87. Publication No. 500.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Sep 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Terminals; Elementary Secondary Education; Magnet Schools; *Microcomputers; School Surveys; Self Concept; Special Education; Student Motivation; Teaching Methods; *Use Studies
IDENTIFIERS- Apple Microcomputers

In October 1984, 1985, and 1986, as part of the annual School Program Survey all elementary, secondary, and adult school principals in the Los Angeles School District were asked to provide information on their current computer usage and estimates for coming semesters. This report analyses the data for each semester in the 1984-85 to 1986-87 school years and presents the results by types of school. The brief narrative report indicates that: (1) elementary schools showed a dramatic increase in student use of computers between fall 1984 and fall 1986; (2) elementary students using microcomputers and terminals increased by 70% while the computer rooms at the schools increased fourfold; (3) secondary schools evidenced a dramatic increase in students' using microcomputers but a sharp decrease in their using terminals; (4) Apple computers continued to be the dominant brand used in both elementary and secondary schools, with an increase of over 500% at the elementary level and a tenfold increase at the secondary level in the past two years; and (5) magnet, special education, and adult schools followed the pattern that was typical of elementary schools, with a dramatic increase in students' using microcomputers and terminals and a sharp increase in Apple computers. Several areas for investigation with the intent of improving instruction are suggested. Results of the data analyses, which make up the major part of the report, are presented in 38 tables. (9 references) (CGD)

ED 304 099 IR 013 637

Nichols, Randall; And Others
Concern about Ethics and Ethical Issues among Professors of Instructional Systems Design and Technology.

PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Technology; *Ethics; Higher Education; Professional Associations; Questionnaires; Surveys; *Teacher Attitudes; *Values
IDENTIFIERS- *Association for Educational Communications Tech

With a growing awareness of the importance of ethical issues in the profession of educational communications and technology, the Professional Ethics Committee of the Association for Educational Communications and Technology (AECT) decided to assess the current thinking of association members toward ethics in the field. The committee wished to conduct research in which a broad base of data might be collected that could reflect membership positions in at least three areas: (1) the degree to which members feel ethics to be important and address them; (2) specific issues deemed to be important; and (3) ways in which an ethical code might be applied. Using a nine-question open-ended questionnaire, a preliminary survey was conducted at a May 1987 meeting of 80 professors of instructional systems design and technology, many of whom were members of AECT. Answers to the responses from the 43 professors who participated in the survey were tallied and analyzed. It was found that, as a group, the respondents perceive that they address ethical issues in a variety of ways, but that more needs to be done; the range of issues identified was quite broad, ranging from the effects of technology on learners in general to the effects on whole cultures; and, although they are concerned about ethical issues, as a group they do not feel that monitoring of practicing professionals is necessary. This paper includes a copy of the questionnaire, an analysis of the responses to each question, and a summary of the results. (CGD)

ED 304 100 IR 013 657

Fisher, Charles W.
The Influence of High Computer Access on Schoolwork and Student Empowerment: An Exploratory Study of the Nashville ACOT Site.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 27 Jul 88
NOTE- 50p.; For another paper on the Nashville ACOT site, see ED 295 600.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; *Grade 4; Intermediate Grades; Intermode Differences; Locus of Control; *Microcomputers; *Student Behavior; *Task Analysis
IDENTIFIERS- *Apple Classroom of Tomorrow; *Learner Control

This study examines the relationship between high computer access and "student empowerment" at the Nashville, Tennessee, site of the Apple Classroom of Tomorrow (ACOT) project. The study rests on the premise that school learning is a function of the work carried out by students in school, and that schoolwork is experienced by students as a series of specific tasks. This sequence of tasks constitutes a specific treatment which over a period of time produces thoughts, feelings, and actions which have an influence on work habits, attitudes, and achievement scores. In this study, student empowerment refers to an internal student state where the student sees himself/herself as responsible for, or in control of, the source of his/her own learning. Subjects were two fourth grade classrooms, one which participates in the ACOT project, and one which does not. Data collection included field notes, videotapes, interviews with teachers, and reviews of task materials and products. Results showed that high access to computers was associated with increased student empowerment in classroom learning settings. However, additional work needs to be undertaken to document the effects of various "profiles of student empowerment" (i.e., distribution of schoolwork task characteristics) on student learning. The text is supplemented by two figures and six tables, and two appendixes provide a copy of the task description form and a list of coding keys for several forms. (19 references) (EW)

ED 304 101 IR 013 659

Leavy, Rebecca S.

Microcomputers in Education: An Annotated Bibliography of Educational Resources Center Materials.

PUB DATE- Sep 88
NOTE- 44p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Techniques; Computer Assisted Instruction; *Computer Literacy; *Computer Software; Elementary Secondary Education; Higher Education; *Instructional Materials; Learning Resources Centers; Library Collections; *Microcomputers; Programing
IDENTIFIERS- *Software Evaluation; *Western Kentucky University

This annotated bibliography is a listing of both book and non-book materials in the collection at the Educational Resources Center at Western Kentucky University that relate to using microcomputers in education. These materials are primarily concerned with locating, selecting, and evaluating appropriate software; implementation of a microcomputer program in schools; computer literacy programs; and how microcomputers may be used in particular subject areas. Also included are several books on elementary programming in various microcomputer languages, as well as a number of children's books located in the center's juvenile collection. Provided with each entry are bibliographic information, the call number, library document number, and a brief annotation. The annotations (statements of goals, objectives, purposes) were most often taken from prefaces, introductions, or forewords. All materials may be borrowed by persons holding Kentucky University identification cards or Special Borrower's cards, or through the University's Interlibrary Loan Department. (EW)

Rice, Michael
Probing the Potential of Electronic Publishing and Computer Software for Personal Use. Report of an Aspen Institute Conference (Queenstown, Maryland, January 12-14, 1988). Communications and Society Forum Report #6.
Aspen Inst. for Humanistic Studies, New York, N.Y.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Consumer Economics; *Electronic Publishing; Innovation; *Marketing; *Publishing Industry; *Technological Advancement; Videotex
IDENTIFIERS- *Interactive Television

This report summarizes the presentations and discussions at a conference on the development of new products and services in electronic publishing and computer software for personal use. It is noted that the 26 participants came from a variety of perspectives, including the publishing and computer software industries; the fields of home entertainment, education, social services, information, and new media; and the users, creators, and critics of electronic information services and products. Building on two previous conferences, this meeting was designed to specify new instances where it might be possible to match up three basic elements in the creation and promotion of a new product: (1) a significant consumer need or interest; (2) the distinctive capabilities of a particular electronic technology; and (3) the editorial content or creative experience which that technology might offer to users. Three discussions were held based on presented papers on technical invention and social innovation, the development of a consumer-oriented home information and transaction system, and computer technology in the home. In addition, one roundtable discussion was devoted to reviewing the various electronic-information products, prototypes, or services that were demonstrated on site. Finally, one discussion centered around the presentation of a prototype product, personalized television. A list of conference participants is included. (EW)

ED 304 103 IR 013 661

Blinco, Priscilla N.
The Role of Television in Early Childhood Education in Japan.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (32nd, Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Early Childhood Education; *Educational Television; Elementary Secondary Education; Foreign Countries; *Programing (Broadcast); *Television Surveys; *Television Viewing
IDENTIFIERS- *Japan

Educational television is used in Japan at the early childhood, elementary, and secondary education levels. Educational broadcasting is provided by the public broadcasting company, NHK (Nippon Hoso Kyokai) and various commercial broadcasting companies. Instructional aids are produced by either NHK or one of the commercial companies, and there is currently no system to develop equipment and aids within the Japanese Ministry of Education. NHK has three major sections actively engaged in educational broadcast production: (1) the School Education Section; (2) the Correspondence Education Section; and (3) the Youth Education Section. Educational television is designed to bring the outside world directly into the classroom and to generate interest, enthusiasm, and imagination for learning. NHK surveys indicate that Japanese children aged from two to four years watch an average of three hours of television each week day. However, many of the programs appear to be educational in nature, teaching customs and manners, numbers, and music. One program, "With Mother," is an audience-participation program, where children are invited to attend the program. Educational television is also incorporated into the daily, weekly, and monthly teaching plans of most pre-school and primary school teachers, and the educational objectives are clearly defined. In summary, the use of educational television is increasing in Japanese schools and there is considerable room for future expansion and development to meet new educational requirements. (22 references) (EW)

ED 304 104 IR 013 662

Mann, Denise, Ed.; Spigel, Lynn, Ed.
Television and the Female Consumer.
PUB DATE- Jan 88
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Commercial Television; Content Analysis; *Family Life; *Females; Feminism; History; *Programing (Broadcast); *Sex Role; *Sex Stereotypes; Television Research

This special issue brings together an editorial, six articles, and three book reviews that focus on the relationship between television and the female audience. The articles are: (1) "Installing the Television Set: Popular Discourses on Television and Domestic Space, 1948-1955" (Lynn Spigel); (2) "The Spectacularization of Everyday Life: Recycling Hollywood Stars and Fans in Early Television Variety Shows" (Denise Mann); (3) "The Meaning of Memory: Family, Class, and Ethnicity in Early Network Television Programs" (George Lipsitz); (4) "All's Well That Doesn't End: Soap Operas and the Marriage Motif" (Sandy Flitterman-Lewis); (5) "All That Television Allows: TV Melodrama, Postmodernism and Consumer Culture" (Lynne Joyrich); and (6) "Kate and Allie: 'New' Women and the Audience's Television Archives" (Robert H. Deming). The book reviews are: (1) "All in the Family: On David Morley's 'Family Television: Cultural Power and Domestic Leisure' and Philip Simpson's (ed.) 'Parents Talking Television'" (Andrew Ross); (2) "Feminist Desire and Female Pleasure: On Janice Radway's 'Reading the Romance: Women, Patriarchy, and Popular Culture" (Ien Ang); and (3) "Complexity and Contradiction in Mass Culture Analysis: On Ien Ang's 'Watching Dallas'" (Dana Polan). Guides to film archives and other sources of television programs for research are also provided. The text is supplemented by numerous photographs, and each article contains bibliographic references. (EW)

ED 304 105 IR 013 663

Falsone, Anne Marie
Colorado Educational Telecommunications Study.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Oct 86
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; *Educational Technology; Financial Support; *Long Range Planning; *Networks; *Program Implementation; Staff Development; *State Programs; *Telecommunications
IDENTIFIERS- *Colorado

Designed to propose ways for the Colorado Department of Education to provide leadership in the implementation of a statewide educational telecommunications network, this study examines ways in which telecommunications can be used by the state department of education, school districts, libraries, and other informational or educational agencies to meet a variety of needs. THe focus is on the creation of a network strategy, rather than a network infrastructure, and the use of telecommunications to solve existing problems or to provide more efficient and cost-effective service to all Coloradans. The first of two major sections, the Executive Summary provides a complete overview of the scope of the study and includes all of the recommendations. The recommendations are grouped into eight categories: (1) State Board of Education; (2) Colorado Department of Education; (3) Local Decision Makers; (4) Funding Strategies; (5) Instructional Delivery; (6) Access to Resources; (7) Teacher and Librarian Education/Staff Training; and (8) Implementation Strategies. Timelines for five years are included. Focusing on implementation strategies, the second section provides information on the history of telecommunications studies in Colorado, current telecommunications projects in the state, and options considered, as well as a detailed treatment of each of the recommendations. (91 references) (EW)

ED 304 106   IR 013 664

Guthrie, Hugh
Computer Managed Learning--A Monograph.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-195-4
PUB DATE- 87
NOTE- 71p.
AVAILABLE FROM- Nelson Wadsworth, PO Box 4725, Melbourne, Victoria 3001, Australia ($17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Computer Assisted Testing; *Computer Managed Instruction; *Computer Software; *Computer System Design; Flow Charts; Guidelines; Instructional Design; *Models; *Systems Development
IDENTIFIERS- *Learner Control

This report defines the functions of computer-managed learning (CML) as (1) test generation, correction, and analysis; (2) record keeping and reporting; (3) routing learners through a set of learning activities; and (4) charting learner progress for a variety of purposes. It then describes the hardware characteristics and configuration of three types of CML systems, including a stand alone system (the basic model), the timesharing system, and the distributed system, together with such additional devices as printers, digital pads or graphics tablets, touch sensitive screens or lightpens, mark sense readers, and videodisc, videotape, and other instructional media. The five major software programs required to fulfill the four functions are also described--a supervisor program and the registration, testing, prescription, and scheduling modules. The use of CML for the four functions noted in the definition is then detailed. Other factors that may present problems in implementing CML are also discussed, including cost, size of the learning program, accessibility, security, inappropriate use of computer testing, organizational issues, staff knowledge and skills, teacher attitudes, and isolation of learners. Guidelines and a checklist are provided for the selection of a suitable system and several available systems are described. Key factors in the successful implementation of a CML system and a brief consideration of the future of CML conclude the report. Six figures and a glossary of terms are included. (31 references) (EW)

ED 304 107 IR 013 666

Adamson, Eadie
LogoWriter Games: Tips and Tools.
PUB DATE- 88
NOTE- 6p.; Paper presented at the Great Lakes/East Coast LOGO Conference (Cleveland, OH, May 6-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Computer Games; Computer Software; Microcomputers; *Problem Solving; *Programing; Secondary Education; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This paper provides guidelines and programming commands for using LogoWriter activity cards in game-writing as a way to develop student programming skills. Suggestions are made for the specific activity cards to use, and solutions are provided for some of the problems that were most frequently encountered by the author's students as they worked on extending their games. The author's school and home addresses and telephone numbers are provided. (EW)

ED 304 108 IR 013 667

Martinetz, Charles F.
The Missing Link: A Bridge between Task Analysis and Training Strategy.
PUB DATE- 7 Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Washington, DC, April 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Design Requirements; Instructional Development; *Instructional Systems; Job Training; *Learning Strategies; *Needs Assessment; Skill Development; Systems Approach; *Systems Development; *Task Analysis; Training

This description of a method for using task analysis information to derive skill and knowledge requirements in the development of a training course begins by considering two important aspects of deriving skill and knowledge requirements. First, it is argued that task description is an important part of system design and training development in that it is concerned with attempts to identify the formal properties of performance, and to categorize them into their underlying components, i.e., skills and knowledge. Second, it is argued that a taxonomy for categorizing the skills and knowledge required should be used to analyze the components of work behavior in terms of the characteristics of the worker, and that training should be developed around the particular characteristics and capabilities of the learner population. A four-part classification scheme is then proposed for the types of jobs that evolve in large systems. The four categories of requirements--definitional, procedural, decisional, and heuristic requirements--are described, and it is noted that the task analyst or training developer must be taugth to examine each job four times, to consider each of the categories separately. Arguing that these categories are exhaustive yet easily trainable, and that they lead to suggestions for training, it is suggested that these categories will fulfill most training needs. A taxonomy worksheet is attached. (EW)

ED 304 109 IR 013 668

Munroe, L. Duncan; Price, J.
Video for Instructors.
San Jacinto Coll. South, Houston, TX.
PUB DATE- 88
NOTE- 49p.
AVAILABLE FROM- L. Duncan Munroe, 10110 Lakeridge Drive, Austin, TX 78733 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Film Libraries; *Film Production; *Instructional Materials; Lighting; *Material Development; *Production Techniques; Sound Effects; *Videotape Cassettes

This manual introduces basic video production techniques for use by instructors in developing videos for classroom presentations and for "make-up" classes. The topics covered include script writing, camera movements, lighting, sound, location vs. studio production, working with talent, video editing, and the design of the overall production. Several chapters contain guidelines, checklists, and/or self-tests as well as illustrations. A glossary is provided. (20 references) (EW)

ED 304 110 IR 013 669

Allen, Bruce; And Others
WORDSTAR Version 4 Tutorial.
PUB DATE- 30 Jun 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Editing; *Instructional Materials; Keyboarding (Data Entry); *Menu Driven Software; *Microcomputers; Typewriting; *Word Processing
IDENTIFIERS- *WordStar

This tutorial for the word processing program WordStar, Version 4, begins with a glossary of terms/keyboard definitions and a brief description of the capabilities and features of the program. Individual chapters then explain start up procedures, creating a document, editing tools, saving and printing, and the use of dot commands to control printing and page layout. A final chapter reviews the materials covered in the tutorial and suggests that further guidance can be found on the tutorial disks provided by the WordStar program. The text is supplemented by six figures illustrating the various menu displays and a diagram of the keyboard. (EW)

DOCUMENT RESUME

ED 304 111 IR 013 670

Schamber, Linda
Delivery Systems for Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-6
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; Cable Television; Closed Circuit Television; *Distance Education; *Educational Television; *Electronic Mail; Facsimile Transmission; *Teleconferencing; *Telephone Instruction; *Videotex
IDENTIFIERS- ERIC Digests

This ERIC digest provides a brief overview of the video, audio, and computer technologies that are currently used to deliver instruction for distance education programs. The video systems described include videoconferencing, low-power television (LPTV), closed-circuit television (CCTV), instructional fixed television service (ITFS), and cable television (CATV). Several types of audiographic teleconferencing are then described, including telefacsimile (FAX), freeze-frame or slow scan video, and compressed video. Audioconferencing is cited as the principal use of audio telephone delivery, but it is noted that other options are also available, including the use of an audio bridge to enable two-way interaction among groups at three or more locations. Computer conferencing options are also described, including electronic mail networks, electronic bulletin board services (BBSs), and teletext and videotex. A brief discussion of distance education concludes the digest. (14 references) (EW)

ED 304 112 IR 013 671

Schamber, Linda
The Wired Campus. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-5
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse Univesity, Syracuse, NY 13244-2340 (free while the supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campuses; *Colleges; Computer Software; *Computer System Design; Higher Education; *Information Networks; *Information Systems; *Integrated Activities; Local Area Networks; Microcomputers; *Systems Development
IDENTIFIERS- ERIC Digests

This ERIC Digest examines some of the trends and issues in academic information systems design and describes the policies of several universities that are taking creative advantage of these systems as educational tools. The current emphasis on microcomputers in campus information networks instead of terminals connected to a mainframe computer is discussed and the characteristics of such networks are described, including widespread coverage, wide variety of uses, distributed control, security, multimedia capability, integrated software, adaptability and expandability, and reliability. Issues involved in the planning and implementation of the integrated information network are then discussed, and the features of such systems are listed for five colleges and universities that have made major commitments to the concept of the information network. (13 references) (EW)

ED 304 113 IR 013 672

Tingay, Michael
Attitudes and Technologies--Striving To Match New Electronic Information Products and Services to the Needs and Interests of Elderly People. Report of an Aspen Institute Conference: New Electronic Technologies To Meet the Needs of Elderly People: More Issues and Cases (Queenstown, Maryland, March 23-25, 1988). Communications and Society Forum Report #7.
Aspen Inst. for Humanistic Studies, New York, N.Y.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aging (Individuals); *Attitudes; *Information Needs; *Information Services; *Information Technology; Life Satisfaction; Middle Aged Adults; *Older Adults

Participants in the Aspen Institute Conference considered how communications technologies may be applied to serve the needs and interests of this country's expanding community of retired and older citizens. Conference findings fell into two categories, reflecting questions originating in the human aspirations found in a public opinion survey released at the conference, and those derived from hands-on demonstrations and suggested modifications of various electronic devices. Discussion of the survey findings revealed a difference in outlook between older and younger adults: for the younger members of the survey, the so-called "command generation" in its late 40s and early 50s, time is enhanced by access to time-saving technologies; however, for older retirees among the well elderly, time is enhanced when communications and information technologies supply ways and means of combating a surfeit of time. As the discussion shifted between the substance of the survey and the specifics of various communications technologies, however, there were moments when recurring difficulties in defining "elderly" evaporated. There was no difficulty in visualizing distinctive products for the elderly when participants considered the contents of various technologies, and the more familiar the communications medium, the more the participants seemed able to contribute. Technologies discussed included electronic information kiosks, smart cards, high-tech publishing, videotext and voice services, V-TV, and audiocassette magazines. A list of participants is included. (EW)

ED 304 114 IR 013 673

Smoot, Joseph G.
The Establishment at Pittsburg State University of Radio Station KRPS Affiliated with National Public Radio and Supported by the Corporation for Public Broadcasting.
Pittsburg State Univ., Kans.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Aug 88
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronic Equipment; Higher Education; *Production Techniques; *Program Budgeting; *Program Development; *Program Implementation; *Programing (Broadcast); Radio
IDENTIFIERS- *Public Radio

This description of the establishment of KRPS--a public radio station--at Pittsburg State University in Kansas, focuses on the strategies pursued to acquire the necessary approvals to construct the station, the problems encountered in its construction, and information on costs, equipment, and budgeting. Seven appendixes provide additional information, including additional equipment lists, studio layout, program schedule, Public Telecommunications Facilities Program (PTFP) grant reports, General Manager Frank Baker's daily log, and the KRPS calendar and operating budget for Fiscal Year 1989. (EW)

ED 304 115 IR 013 674

Mys, Donald P.; Petrie, Jim

Evaluation of Student Reading and Mathematics. WICAT Computer Managed Instructional Program, Salina Elementary School. November 1985 through June 1988. Bulletin No. 1345.

Dearborn Public Schools, MI. Office of Research and Evaluation.
PUB DATE- 4 Nov 88
NOTE- 37p.; Paper presented at the Institute for the Transfer of Technology to Education (Dallas, TX, November 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; Individualized Instruction; *Mathematics Instruction; Pretests Posttests; Program Evaluation; *Reading Instruction; Standardized Tests

The World Institute of Computer Assisted Teaching (WICAT) system was installed in November 1985 at the Salina and Fordson Schools in Dearborn, Michigan, and selected students in grades two, three, and four received their regular reading and/or mathematics instruction in the WICAT computer laboratory. Achievement gains of these students were measured using the Metropolitan Achievement Test (METRO), the Iowa Tests of Basic Skills (ITBS), and the Michigan Educational Assessment Program (MEAP). Analyses of the test results indicated that students who had received WICAT instruction had significant achievement gains in mathematics and reading. The percentage of grade four students mastering reading skills increased from an average of 42.2 before WICAT to 51.2 after WICAT, and, in September 1987, 60.5% attained mastery. The average mathematics gains for second grade students increased 150 percent from a gain of 8 months to a gain of 12 grade equivalent months. Gains in third grade mathematics increased 143%, from 7 to 10 months. Low achieving mathematics students benefitted the most from the WICAT program, with gain scores of up to 14 months during one school year. One-year ITBS reading gains remained the same as before WICAT with gains of 8, 8, and 10 months respectively for second, third, and fourth grade students. Three-year METRO/ITBS mathematics gains were significant for grade four WICAT students when compared with the gains of similar non-WICAT students in other Dearborn schools. The test scores and other evaluation data are displayed in eight tables and in extensive appendixes. (EW)

ED 304 116　　　　　　IR 013 675

Hunka, S.
Fifteen Years of Teaching Elementary Applied Statistics Using CAI.
Alberta Univ., Edmonton. Div. of Educational Research Services.
REPORT NO.- RIR-88-6

PUB DATE- 7 Nov 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Course Content; *Courseware; Foreign Countries; Higher Education; *Instructional Design; Mathematics Instruction; *Microcomputers; Statistics
IDENTIFIERS- *Mainframe Computers; *University of Manitoba (Canada)

A computer-assisted instructional (CAI) course in applied statistics has been taught for 15 years in the Faculty of Education at the University of Manitoba. The CAI courseware was originally created to be the primary mode of instruction for the course, and it is very extensive in terms of content and style of presentation. The course includes 14 modules of instruction and 10 examinations, and it takes the average student about 80-90 hours of online instruction to complete. Originally programmed in IBM's Coursewriter II authoring language for use on an IBM 1500 system, the course continues to exist in this language, with some enhancement provided through the development of an in-house interpreter. Under the present CAI system, the course requires about 2.3 megabytes of memory, not counting the memory needed to store the interpreter, run-time system, and graphics. Estimates suggests that it would take approximately 14 megabytes of memory to hold only the course code on a MacIntosh microcomputer using Course of Action software. The future of the course in its present mode is not certain for a number of non-technical reasons, including maintenance costs on old hardware, curriculum changes, and the capabilities of microcomputers. Two tables depict the time requirements for students and computer memory requirements for each of the 14 topics covered by the one-semester introductory course. (4 references) (Author/EW)

ED 304 117 IR 013 676

4-6 Computer Awareness. Interim Guide.
Manitoba Dept. of Education, Winnipeg. Computer Services Branch.
PUB DATE- 85
NOTE- 321p.; For the grade 7-9 guide, see IR 013 677.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Games; *Computer Literacy; Discovery Learning; Foreign Countries; Intermediate Grades; *Learning Activities; *Microcomputers; *Program Implementation; Programing
IDENTIFIERS- LOGO Programing Language; Manitoba

This guide was developed to assist teachers in achieving goals related to the development of computer awareness in students in grades 4-6 in the Canadian province of Manitoba. An overview of the program describes a set of basic concepts, skills, and attitudes relating to computer technology, and provides information on activities that can be used in teaching these concepts, skills, and attitudes. The computer awareness program itself is divided into five units: (1) Getting Started, which introduces the computer and the basic skills necessary to operate the computer; (2) What Is a Computer, which provides students with information about the components of the computer; (3) How Computers Have Developed, which exposes students to the development of calculating aids, from finger calculators to modern computers; (4) How To Make Computers Work for You, which leads students from linear sequencing skills to procedural thinking, with students learning to control the computer through LOGO; and (5) Computers in Our Lives, which explores the home, school, and community environments with respect to microchip technology. The text is supplemented by various illustrations and diagrams, and a resource section provides lists of 29 printed sources and the names and addresses of 16 suppliers. (EW)

ED 304 118 IR 013 677

7-9 Computer Awareness. Interim Guide.

Manitoba Dept. of Education, Winnipeg. Computer Services Branch.

PUB DATE- 85
NOTE- 457p.; For the grade 4-6 guide, see IR 013 676.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Games; *Computer Literacy; Discovery Learning; Foreign Countries; Junior High Schools; *Learning Activities; *Microcomputers; *Program Implementation; Programing; Word Processing
IDENTIFIERS- BASIC Programing Language; LOGO Programing Language; Manitoba; Spreadsheets

This guide was developed to assist teachers in achieving goals related to the development of computer awareness in junior high school students in the Canadian province of Manitoba. An overview of the program describes a set of basic concepts, skills, and attitudes relating to computer technology, and provides information on activities that can be used in teaching these concepts, skills, and attitudes. The computer awareness program itself is divided into five units: (1) Getting Started, which introduces the computer and the basic skills necessary to operate the computer; (2) What Is a Computer, which provides students with information about the parts of the computer; (3) How Computers Have Developed, which provides students with background to the historical development of computing aids; (4) How To Make Computers Work for You, which provides students with hands-on experience using BASIC, LOGO, and three personal productivity tools--word processing, database management, and electronic spreadsheet analysis; and (5) Computers in Our Lives, which explores the advantages, limitations, uses and implications of computer use through a series of classroom activities and simulations. The text is supplemented by various illustrations and diagrams, and a resource section provides lists of 13 printed sources and the names and addresses of 8 suppliers. (EW)

ED 304 119 IR 013 678

Science, Technology, and the First Amendment. Special Report.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-CIT-369
PUB DATE- Jan 88
NOTE- 77p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO 052-003-01090-9, $3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Broadcast Industry; Electronic Publishing; *Freedom of Information; *Information Technology; *National Security; *News Media; *Public Policy; Publishing Industry; *Scientific and Technical Information
IDENTIFIERS- *First Amendment

Science and technology may affect the balance between First Amendment rights and government interests by changing power relationships between individuals and between individuals and the state. Technology will give rise to new ways of communicating which amplify the ways in which individuals and organizations express themselves. New technologies, such as electronic publishing, may not fit easily into old models of regulation, and First Amendment distinctions between the rights of print publishers, broadcasters, and common carriers will become increasingly difficult to justify. The open communication of scientific information--data, hypotheses, conclusions, explanatory theories, and technological know-how--is a special kind of speech or publication. There is no consensus on the question of whether scientific communication enjoys the full protection provided by the First Amendment. It is well established that scientific communication can be limited when necessary to protect national security. However, as science and technology become ever more important to our economy and military strength, the delicate balance between individual rights and the national interest becomes both more important and more difficult to maintain. In some fields, basic research results can have direct and immediate implications for technological development, and a balance between the right of expression and the interests of the state in preserving security is very difficult to achieve. There are likely to be many situations in the future in which the government will assert compelling reasons for limiting basic scientific communication. The appendix lists the participants in two workshops which contributed to this background paper together with additional contributors and reviewers. Bibliographical references are provided in footnotes throughout the report. (EW)

ED 304 120 IR 013 689

Hales, Gerald
Educational Technology in Distance Learning (for the Deaf).
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 85
NOTE- 12p.; Paper presented at the European Conference on Technology and Communication Impairment (1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Aids (for Disabled); *Computer Assisted Instruction; *Deafness; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Language Acquisition; Open Universities; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Interactive Systems; Open University (Great Britain)

This discussion of the use of distance education for deaf students argues that distance education methodologies appear to be relatively attractive to the hearing impaired student because they rely to a substantial extent upon the written word and visual transmission of information. Several projects that use computer or interactive systems to teach language to deaf students are discussed, and it is noted that deaf students seem to interact well with a computerized system, in particular because they feel that working at a terminal is an "adult" task which maintains their interest. It is suggested that distance education systems for the deaf should be developed with interactive capabilities so that these students are not isolated from their teachers or other students. An example of such a system is described--the British Open University's CYCLOPS system, which is a distance telewriting system that permits the tutor to generate visual information and transmit over telephone lines, with student response via a light pen on the screen. Computer conferencing systems are also cited as types of systems that would enable such interaction for hearing impaired students. (EW)

ED 304 121 IR 013 690

Kirkwood, Adrian

Enabling New Students To Examine Their Expectations of Distance Learning. Some Examples from British and Australian Tertiary Institutions.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Jul 87
NOTE- 15p.; Paper presented at the International Conference on The First Year Experience (Southampton, England, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Counseling; Foreign Countries; Guidance Programs; Higher Education; *Open Universities; *Self Evaluation (Individuals); *Student Educational Objectives; Study Habits; *Teacher Student Relationship; Worksheets

Any advice and guidance offered to students about to embark on tertiary level distance education courses should help them to address problems that are not only practical and organizational, but also educational and intellectual. Students need to consider the suitability of distance education for their needs and circumstances as well as the intellectual demands of studying at the tertiary level. Several institutions provide assistance by means of materials in which a student-centered approach is adopted. These are designed to enable individuals to realistically assess their expectations and aspirations. Some examples of such materials are discussed in order to illustrate the advantages (and limitations) of this approach. Seven examples of materials for self evaluation by students are appended. These forms are designed to help the student: (1) analyze time used for studying; (2) assess his or her personal situation; (3) analyze family and friends' reactions to the student's decision to study with the Open University; (4) determine what the student expects to gain from such study; (5) assess the student's level of knowledge for a learning module and work that remains to be done; (6) evaluate progress in a course; and (7) identify the characteristics of a first-rate student. (9 references) (Author/EW)

ED 304 122 IR 013 691

Woodley, Alan; Kirkwood, Adrian
Evaluation in Distance Learning. Paper 10.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Evaluation; *Distance Education; *Evaluation Methods; Feedback; Foreign Countries; *Formative Evaluation; Higher Education; Open Universities; *Program Evaluation; *Summative Evaluation
IDENTIFIERS- *Open University (Great Britain)

This paper discusses the different methods and levels of evaluation that have been used to evaluate the distance education programs of the Open University of Great Britain. Included in this discussion are system evaluation and course evaluation (both formative and summative), and the results of the evaluation procedures are summarized for each. Brief discussions of cross-sectional and developmental programs conclude the paper. (47 references) (EW)

ED 304 123 IR 013 692

Hawkridge, David
General Operational Review of Distance Education. Discussion Paper, Education and Training Series.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
SPONS. AGENCY- International Bank for Reconstruction and Development, Washington, D.C.
REPORT NO.- EDT68
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Developing Nations; *Distance Education; Educational Radio; Educational Television; *Financial Support; Foreign Countries; Investment; *Program Evaluation
IDENTIFIERS- *World Bank

In fiscal years 1963-1985, the World Bank had experience with 32 investments in distance education projects in developing nations, including Malaysia, the Ivory Coast, Thailand, the Philippines, Malawi, and China. (Distance education is an educational delivery system that uses a variety of media and a system of feedback to provide education to people who are unable to attend traditional schools.) Lessons learned indicate that investments in distance education are most effective when there is agreement between the bank and the borrower on the educational objectives of the distance education component. It was also learned that distance education has been used to advantage when: (1) it is sharply focused on improving the quality of teaching available; (2) it is used to teach nonformal "equivalency" education to students otherwise without teachers and classrooms; and (3) it is used to meet special needs and answer urgent needs for the formation of human capital. The text is supplemented by nine tables, and an appendix provides a list of key performance indicators. (8 references) (Author/EW)

Bruce, Margaret; And Others
Using Technology Assessment To Build Confidence and Teach Critical Skills to Adult Women Students.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the International GASAT Conference (England, April 13-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; Contraception; *Females; Feminism; Foreign Countries; Group Discussion; Higher Education; *Learning Modules; Models; Multimedia Instruction; Open Universities; *Self Esteem; *Technological Literacy; *Womens Studies
IDENTIFIERS- Open University (Great Britain)

This paper describes the aims, organization, and outcomes of a technology assessment activity that was part of a summer school for an undergraduate interdisciplinary women's studies course at the Open University of Great Britain. Entitled "The Changing Experience of Women," the course contained a technology assessment module for the examination of contraceptive technology. The activity was designed to demonstrate that technology is not a value-free or genderless activity; to teach basic skills of technology assessment, especially from a feminist perspective; and to build the confidence of women students so that they could use the technology assessment skills and their own experiences to evaluate aspects of technology that were especially relevant to them. The activity module included slide presentations, lectures, brainstorming sessions, and group discussions. The basis for the discussions and brainstorming activities was the effects wheel model, which posits primary, secondary, and tertiary effects for changes. Included is a summary of specific discussion on a "male birth control pill." Evaluation of the module was primarily impressionistic, but it was seen to be highly successful. An address and price information for obtaining a copy of the module are included. The text is supplemented by three figures, and two references are provided. (EW)

DOCUMENT RESUME

ED 304 125 IR 013 698

Ryan, William C., Ed.
National Educational Computing Conference Proceedings (9th, Dallas, Texas, June 15-17, 1988).
National Educational Computing Conference.
REPORT NO.- ISBN-0-924667-45-1
PUB DATE- Jun 88
NOTE- 450p.; For the 1987 conference proceedings, see ED 291 346.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; *Computer Software; Elementary Secondary Education; Higher Education; *Microcomputers; Staff Development; Teacher Education; *Telecommunications
IDENTIFIERS- *Computer Equity

The more than 200 papers and panel, project, and special session reports represented in this collection focus on innovations, trends, and research on the use of computers in a variety of educational settings. Of these, the full text is provided for 37 presentations and abstracts for 182. The topics discussed include: computer applications in mathematics, social studies, science, writing, language arts, reading, and art; teacher education; computer equity; computer-based education policy; computer-based instrumentation; computer science; software evaluation; educational technology systems/graduate education programs; computing in the USSR; use of computers with the learning disabled; study guides; database applications; desktop publishing; keyboarding; video graphics; adult and vocational education; business applications and industrial settings; LOGO; university computer education and microcomputer applications; educational computing research; university artificial intelligence programs; problem solving; staff development; computer songs; evaluating technology programs; computer learning month and computer clubs; laser disc applications; and pre-college instructional delivery systems. The text is supplemented by various figures and illustrations, and the full text papers contain references. An author index is provided.

(EW)

ED 304 126 IR 013 699

Taylor, Robin
Courseware Evaluation: The U.S. Experience.

PUB DATE- 15 Apr 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Administration; Elementary Secondary Education; *Evaluation Criteria; *Instructional Material Evaluation; *Material Development; Publishing Industry; *School Districts
IDENTIFIERS- Software Development; Software Evaluation; *Software Selection

This paper examines the development of computer software in the United States and the processes used by school districts to evaluate software for purchase. Topics considered include major software development trends, development criteria, and production costs; software selection and evaluation, including selection processes, and evaluation and selection criteria; software use in schools including classroom and administrative uses; and the availability of data on the effectiveness of commercially published software. An appendix provides examples of evaluation forms, and 13 references are included. (EW)

ED 304 127 IR 013 700

Colbert, Joel A.
Challenges of Computer-Based Instruction in the Los Angeles Unified School District.
PUB DATE- 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Decision Making; Elementary Secondary Education; *Instructional Development; *Microcomputers; *Program Evaluation; *Program Implementation; *School Districts; Staff Development
IDENTIFIERS- *Los Angeles Unified School District CA

This paper discusses the systematic approach to the integration of microcomputers into all phases of instruction that was implemented in the Los Angeles Unified School District in 1984 under the Computer Education Foundation Program (CEFP). It begins with a brief description of the school district to provide a context for the reader. The current literature is then reviewed, including a study of the impact of state funding for the adoption of technology under California Assembly Bill 803 in Los Angeles County. An outline of the CEFP plan includes brief descriptions of the computer education program at the elementary, junior high, and senior high school levels; the time table for phasing in the program in district schools; and both instructional and staff development activities. Discussions of constraints which have surfaced during the four years of implementation focus on size and logistics, articulation, consistency, and decision-making. Recommendations and conclusions address issues related to coordination, decision-making, training, and articulation. (11 references) (EW)

ED 304 128 IR 013 701

Hughes, Abigail L.

The Crisis of Distance Learning--A Dangerous Opportunity.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Environment; Curriculum Design; Curriculum Development; Curriculum Enrichment; *Distance Education; *Educational Television; Elementary Secondary Education; *Instructional Design; *Instructional Improvement; Staff Development; *Teacher Student Relationship
IDENTIFIERS- *Interactive Television

Focusing on interactive television systems that provide both audio and visual online communication between and among all sites, this paper begins by describing and analyzing a sampling of data on existing programs. The characteristics of existing interactive television instructional programs are described, including course offerings (primarily academic courses with low-enrollment and/or limited staff, and special interest courses); grade levels (more than 90% are offered at the high school level and the remainder at the advanced level of middle school); and instructional and supervisory considerations (teaching methods have been primarily traditional with the focus on the teaching process rather than on student learning). Potential enhancements to the instructional process through the use of interactive television are then explored with emphasis on the use of technology as the catalyst for educational change and the development and implementation of technology as one component of a broad-based educational improvement plan. Topics discussed include encouragement and rewards for supporters and users of the system; curriculum and teaching methods that take advantage of the medium; classroom enhancements (facsimile machines, computers, split screen television, remote control cameras, location of the ITV classroom); personalization of instruction; and staff development. Finally, specific implementation strategies are recommended, both for short and long term integration of interactive television instruction into ongoing instructional programs. (5 references) (EW)

ED 304 129 IR 013 702

Reigeluth, Charles M.
Current Trends in Task Analysis: The Integration of Task Analysis and Instructional Design. IDD&E Working Paper No. 14.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Jul 83
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; *Instructional Design; *Learning Strategies; *Research Methodology; *Synthesis; *Task Analysis

One of the major trends occurring in the area of task analysis methodology is the development of better methods to analyze cognitive tasks, including new methodologies for analyzing the ways in which knowledge should be structured within a student's head to facilitate given types of performance. The most important trend is the integration of task analysis with instructional design, which can occur in two ways: substantive integration and temporal integration. Substantive integration involves the kind of information that the task analysis produces, so that the task analysis undertaken is determined by the type of design being used. Three areas of task analysis which need to be considered in instructional design using substantive integration are: (1) the Extended Task Analysis Procedure (ETAP), which was developed by the U.S. Army and integrates appropriate aspects of hierarchical and information processing analysis; (2) task analysis for synthesis; and (3) task analysis for prescribing the best possible combination of micro strategies. Temporal integration refers primarily to having an instructional development procedure in which analysis activities are interspersed among design activities, and vice versa, rather than doing all of the analysis and then doing all of the design. The analysis process should address the goals and scope of the curriculum; the goals for each course and for each unit; the organizing content for each lesson; the supporting content for each organizing content idea; all unmastered prerequisites; and classification for each idea and fact by performance level and content type. The text is supplemented by four figures, and 28 references are provided. (EW)

Cusick, Theresa; And Others

Beyond the Star Trek Syndrome to an Egalitarian Future: "Where No One Has Gone Before." PEER Computer Equity Report.

NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
PUB DATE- 86
NOTE- 13p.; The Second in a Series of Computer Equity Reports.
AVAILABLE FROM- PEER/NOW, 1333 H Street NW, Washington, DC 20008 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; Computer Science Education; Elementary Secondary Education; Employment Patterns; *Equal Education; *Females; *Programing; Public Schools; *Sex Bias; *Sex Differences
IDENTIFIERS- *Computer Equity

This examination of computer equity argues that current educational trends--which emphasize teaching applications of computers rather than programming--will limit the computer skills of students. Added to this difficulty is the argument that some students (often minority and female students) need not be pushed to learn programming if they don't wish to do so. It is suggested that a commitment to equal access requires that such choices, between applications and programming, should not be made for students based on their apparent lack of interest or sex-based stereotyping. Various strategies for breaking down the programming barrier are discussed, and the importance of advanced computer skills for jobs of the future is stressed. Three recommendations to enhance computer equity are made: (1) computer literacy instruction should be required for all students, and should include programming, applications, and discussions of the political and ethical issues surrounding the uses of technology; (2) all students should have equal access to computers both in school and at home; and (3) activities both inside and outside the classroom should be provided to overcome the effects of sex- and race-stereotyped assumptions about computers. (84 references) (EW)

ED 304 131 IR 013 704

Wolfe, Leslie R.; And Others
Debugging the Program. Computer Equity Strategies for the Classroom Teacher.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
PUB DATE- 86
NOTE- 34p.; Second Computer Equity Action Kit.
AVAILABLE FROM- PEER/NOW, 1333 H Street N.W., Washington, DC 20008 ($14.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Classroom Environment; *Computer Literacy; Computers; Elementary Secondary Education; Equal Education; *Females; Guidelines; *Parent Participation; Sex Differences; *Teacher Student Relationship
IDENTIFIERS- *Computer Equity

Designed to provide classroom teachers with activities to enhance computer equity for female students, this kit is divided into four sections which present excerpts from four other publications: (1) "The Neuter Computer: Computers for Boys and Girls" (Jo Schuchat Sanders and Antonia Stone for the Computer Equity Training Project, Women's Action Alliance), from which teacher/parent strategies, teacher/community strategies, curriculum strategies, and special events are taken; (2) "Off and Running: The Computer Offline Activities Book" (Tim Erickson for the EQUALS in Computer Technology teacher education program at the University of California at Berkeley), from which two exercises to develop thinking skills are taken; (3) Project MICRO (Minority Computer Resource Opportunity), from which strategies to encourage girls in the microcomputer laboratory are taken; and (4) "Pathways: An Introduction to Computers--Teacher and Student Guide" (Susan Jo Russell and Patricia Campbell for the Technical Education Research Centers (TERC), from which an overview of the "Pathways" work is taken. The text is supplemented by various illustrations, and each section contains the name and address of a contact person for more information about the individual computer equity program. (EW)

ED 304 132 IR 013 705

1987-1988 Survey of Educational Technology in Manitoba. Summary.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Science Education; Educational Administration; *Educational Technology; Elementary Secondary Education; *Financial Support; Foreign Countries; *Microcomputers; School Surveys; State Programs; *Use Studies
IDENTIFIERS- *Manitoba

*This survey examines the availability and use of computers and instructional applications of computers in public and private schools in the Canadian province of Manitoba. Of the 805 schools surveyed, 669 responded with usable data. During the 1987-88 school year, 97% of the responding schools indicated that they used computers. It was also found that there were 8,538 computers in the schools, a 21% increase over the last survey; a total of 2,261 printers in the schools, a 44% increase over the last survey; approximately 35% of the schools had modems; and word processing and student records were the most frequent administrative applications. Respondents from the 669 schools reported that 115,304 students were enrolled in "computer studies courses," and the student-to-computer ratio was calculated at approximately 24:1 for the 1987-88 school year. Schools reported spending over $2.5 million on educational technology hardware and software during the 1987-88 school year. (6 graphs) (EW)

ED 304 133 IR 013 706

Burnham, Byron R.
An Examination of Perceptions and Motivations of Faculty Participating in a Distance Education Project.
PUB DATE- Aug 88
NOTE- 6p.; Paper presented at the Teaching at a Distance Conference (Madison, WI, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Faculty; *Distance Education; Higher Education; Program Evaluation; Qualitative Research; *Teacher Attitudes; Teacher Motivation; *Teaching Methods

This evaluation of the LearnerNet Project at Utah State University focuses on teacher reactions to instruction using an expanded syllabus over an electronic system and the effects of such instructional methods on faculty members and their teaching. It is noted that interviewing and qualitative analysis were chosen as the research methods both because the number of instructors involved was small, and because the study describes opinions, judgments, perceptions, and activities. Data from the interviews were categorized, and are discussed in this report as they relate to five major areas: (1) teaching techniques and strategies; (2) perceptions about students and their achievements; (3) perceptions about the electronic delivery system; (4) motivations; and (5) other perceptions. Analyses of the data indicated that the faculty judged the project a success; the distance students learned and generally performed as well as on-campus students; and, even though some of the students were under-prepared, their experience and motivation seemed to overcome such shortcomings. Limitations in the electronic and support systems are also noted. It was also found that faculty were generally pleased with the system's capacity to carry discussions, convey humor, and augment directed learning, but that more preparation was required to provide highly structured learning experiences that would compensate for the limited discussion time and geographic separation. (EW)

ED 304 134 IR 013 707

Adamson, Eadie

Exploring Motion through Game MicroWorlds with LOGO: How Theory Transferred to the Classroom.

PUB DATE- 88
NOTE- 15p.; Paper presented at the Meeting of the New York State Association for Computers and Technologies in Education (Ryebrook, NY, November 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Games; Computer Software; *Discovery Learning; *Discovery Processes; *Grade 5; Intermediate Grades; Keyboarding (Data Entry); *Programing; *Teacher Student Relationship
IDENTIFIERS- *LOGO Programing Language

This paper describes the use of LOGOWriter with fifth grade boys as a means of developing programming procedures for computer games that they could use to simulate motion with acceleration, as well as techniques for controlling the direction of motion. The kinds of programs developed, student responses to this work, observations about teaching issues which arose, and details about several different ways to approach the topic with a group of students are all considered. It was found that the agenda of developing reasonably accurate simulation of motion fitted neatly into projects that the students--who had several years of previous Logo experience--were already highly motivated to develop, and new ideas generated by the students permitted opportunities for student-teacher interaction. The extent to which students were, and could be, permitted to discover on their own and the extent to which teacher intervention was required is also discussed, and it is noted that two different approaches were used with different groups of students: a discovery method with students working from a target game, and the development of an individual game project by each student. The particular experiences of several individual students are also described. (EW)

ED 304 135 IR 052 634

Information Power Implementation Workshop.

American Association of School Librarians, Chicago, Ill.; Association for Educational Communications and Technology, Washington, D.C.

PUB DATE- 88
NOTE- 325p.; Materials for workshops presented in Park City, Utah, Washington, DC, Chicago, and Dallas.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Integrated Library Instruction; Elementary Secondary Education; Guidelines; *Learning Resources Centers; Library Facilities; Library Planning; Library Role; *Library Services; Lobbying; *Media Specialists; Public Relations; School Libraries; *Staff Development; Transparencies; Workshops

The materials in this collection were used at workshops designed to assist school library media specialists and learning resources center professionals in making effective use of "Information Power," a recent joint publication of the Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL) which provides general guidelines for both district and school library media programs together with some examples of exemplary programs. The materials include information on such topics as staff development, public relations, and lobbying; checklists and worksheets for use in evaluating and planning school library media programs; outlines of the roles of administrators, teachers, and parents as library media center partners in providing successful learning experiences for students; quotations about school library media programs; masters for creating overhead transparencies for use at various points in the program, including a presentation on "Information Power"; and worksheets listing the AECT/AASL guidelines with evaluative criteria for each and space to fill in state regulations and rate local programs. Bibliographies of ERIC documents are also provided. (EW)

ED 304 136 IR 052 638

Chipman, Sally L.
Communication for Leadership: A Seven Letter Word.
PUB DATE- 10 Jul 88
NOTE- 24p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); Higher Education; History; Language; *Leadership; Library Administration; Library Automation; *Library Networks; *Library Planning; *Library Role; *Library Science; Models; Public Service; Shared Resources and Services; Technological Advancement
IDENTIFIERS- North Central College IL

This discussion of effective communication for leaders in the field of librarianship begins by providing a historical overview which highlights the librarian's influential role from the earliest days of recorded language; the evolution and modification of words in individual languages from crude forms to their electronic storage and transmission; and contributions of library leaders from the sixth century B.C. to more modern times. Focusing on communication, the second of four sections discusses networking for success, including personal, organizational, and electronic networking. The third section presents a model, or case, which stresses the importance of communication and explains how a change of language has brought about a whole new life for one specific academic library, both on and off campus. A discussion of the need for cooperation and sharing between the traditional and public service areas and outreach to campus or community organizations concludes the paper. (21 references) (CGD)

ED 304 137 IR 052 639

Rader, Hannelore B.
Creative Library Leadership for the 1990s: Using Team Management To Ensure Two-Way Communication in an Academic Library.
PUB DATE- 10 Jul 88
NOTE- 21p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Communication (Thought Transfer); Decision Making; Higher Education; *Leadership; *Library Administration; *Library Planning; Library Role; Library Science; *Management Teams; Models; Technological Advancement
IDENTIFIERS- Cleveland State University OH

Arguing that traditional models are no longer effective in the information, age in which change will be a constant, this paper advocates the use of team-management to ensure two-way communication in an academic library. The need for both creative approaches to problem-solving and managing the library organization and a new organizational structure to address the changes brought about by new technologies are discussed, as well as the challenges currently faced by library managers as a result of these changes. The team approach to library management is then discussed with emphasis on the need for a high level of trust and respect in the working environment. A discussion of the roles of the team and its members highlights the importance of the members' commitment to the aims and purposes of the team and the need for good communication skills. A new model for the Cleveland State University Libraries is then described which features a new organizational structure that blends services and softens area demarcations to accommodate the automation of all services, including collection management, information, document delivery, bibliographic, and administrative services, with staff responsibility crossovers. The developmental stages through which the new organizational structure has progressed are described, and it is suggested that decision making, a climate of trust, and communication are crucial to the success of the organizational structure and team management. An organization chart for the Cleveland State University Libraries is attached. (24 references) (CGD)

ED 304 138   IR 052 640

Mueller, Carol J.
Diagnosing Communication Pathologies.
PUB DATE- 10 Jul 88
NOTE- 21p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Audits (Verification); Communication (Thought Transfer); Higher Education; *Leadership; *Library Administration; Library Personnel; Library Planning; Library Science; *Management Systems; Measurement Techniques; Needs Assessment; *Organizational Communication; Questionnaires; Surveys
IDENTIFIERS- University of Wisconsin Madison

This paper addresses the concept of the communication audit, i.e., a fact-finding analysis, interpretation, and reporting process that studies the communication philosophy, structure, flow, and practice of the organization. Reasons for doing a communication audit are identified: (1) to uncover information blockages and organizational hindrances; (2) to expose misunderstandings and help gauge present communication effectiveness; (3) to measure the effectiveness of communication in a large organization or single department; or (4) to measure the effectiveness of the communication skills of a library leader. The key to doing a useful communication audit is explained. A detailed account of a communication audit of the copy cataloguing unit of an academic library system is then provided, and it is noted that the overall objective of this audit was to determine how well employees in the department were communicating by evaluating the quantity, quality, and dynamics of their communication. A sample question from the audit and the rating scale used are provided together with a list of other queries from the questionnaire. Analyses of the responses are presented and the problem-solving process that was used to change problems identified by the audit is described. It is recommended that library leaders audit their own communication occasionally and creatively. (5 references) (CGD)

DOCUMENT RESUME

ED 304 139 IR 052 641

Moul, Richard H.
Discourses of Vision and Necessity: The Information Age, the Library, and the Language of Leadership.
PUB DATE- 10 Jul 88
NOTE- 39p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Cultural Influences; *Discourse Analysis; Information Dissemination; *Leadership; *Library Administration; *Library Planning; Library Role; *Library Science; Scientific and Technical Information; Social Structure; *Technological Advancement; User Needs (Information)
IDENTIFIERS- University of Maryland College Park

Focusing on the point of contrast between the library, whose primary role is the preservation of knowledge, and other dimensions of an information society where knowledge has become increasingly fragmented and exteriorized, this paper begins by defining leadership and reviewing various meanings assigned to the term "discourse." Several topics are then discussed, including the fundamental importance of the individual's contribution to the creation of a discourse through which a community is constituted; the rules by which these actions are authorized and judged; and the relationship between speech (or communication) and power. These notions are used to emphasize some key aspects of the leadership role in librarianship. An examination of the outer world (society at large) leads to a discussion of two dimensions of information and knowledge in society, i.e., the external dimension of the information age, and internal dimension, or inner realm, of librarianship. In conclusion it is suggested that libraries bear the critical burden of preserving knowledge, facilitating access to it, and participating in the discourse of the information society. (60 notes) (CGD)

ED 304 140 IR 052 642

Chressanthis, June D.; Janousek, Kelly
Effective Communication: High-Level Management Receptive to Low-Level Management Ideas.
PUB DATE- 10 Jul 88
NOTE- 12p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); Higher Education; Information Systems; *Leadership Qualities; *Library Administration; *Library Personnel; Library Planning; *Management Systems; *Vertical Organization
IDENTIFIERS- Mississippi State University

Based on the premise that senior staff or high-level managers have the knowledge and experience required to make daily decisions and also have a degree of power and respect, this document proposes that these managers are in a position to be effective leaders who can and should foster an atmosphere of receptiveness for innovation and positive attitudes by giving a fair hearing and support to junior staff members' ideas, trusting in their professional abilities, encouraging them to strive for excellence, and keeping open communication lines. A scenario is presented that describes communication patterns that the low-level manager might use to transmit potential ideas and/or policies. Based on the experience of an academic library, this scenario includes an itemization of obstacles to the reception of low-level management ideas and a discussion of how these obstacles can be overcome. Other benefits to be gained by high-level managers' receptivity to junior staff member's ideas and suggestions are explained. It is suggested that high-level managers will have a dynamic library organization that impresses its clientele if they utilize these ideas. (14 references) (CGD)

ED 304 141 IR 052 643

Stewart, Susan
Importance of Effective Communication to Library Leadership or Communication, Communication, Communication.
PUB DATE- 10 Jul 88
NOTE- 25p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Behavior Change; *Communication Skills; Feedback; Higher Education; *Leadership Qualities; *Library Administration; Library Personnel; *Library Science; *Self Evaluation (Individuals)
IDENTIFIERS- University of Nevada Reno

This discussion of the nature and role of communication skills in implementing job responsibilities of librarians and information specialists argues that the most important foundation of effective library leadership is communication. The paper begins by reviewing the literature on leadership and developing a set of leadership characteristics. It then presents a brief overview of the process of communication, some examples of the various types of communication, and ways in which communications are influenced; underscores the vital connection between leadership and effective communications; and suggests practical ways of assisting librarians, from first line supervisors to library directors, to enhance their communication skills, which, in turn, enhance their leadership abilities. In conclusion it is suggested that effective leadership is necessary to carry the profession to even greater levels of success. (18 notes, 17 references) (CGD)

ED 304 142 IR 052 644

McCombs, Gillian M.

Is There a Nancy Drew in You? An Attempt To Resolve Some Problems of Communication and Leadership with the Help of 'Popular' Culture.

PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Communication Skills; *Females; Interpersonal Communication; *Leadership Qualities; *Librarians; *Library Administration; *Role Models
IDENTIFIERS- *Nancy Drew

This paper argues that role models from popular children's literature, such as Nancy Drew, can be used to resolve some of the current difficulties that women in the library profession have with leadership and communication. Some statistics and brief historical background on women in library administration are presented, the leadership qualities demonstrated by Nancy Drew are described, and an analogy is drawn between the leadership attributes of the fictional heroine and those needed in the library field. Strategies are suggested for changing librarians' personal self-concept and the image of the profession so that more women can enter leadership roles in librarianship. (21 references) (MES)

ED 304 143 IR 052 645

Kim, Taeock; Isaac, Frederick
Key Words for New Managers.
PUB DATE- 10 Jul 88
NOTE- 28p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Administrative Change; *Administrator Role; Adoption (Ideas); Change Strategies; Higher Education; Librarians; *Library Administration

This paper briefly describes the effects of changes instituted by new library administrators and discusses the roles of both upper and middle level library managers in the process of adapting to change. Suggestions based on the experience of the authors as new middle level managers at a time when extensive changes were occurring in a university library are presented in the following areas: (1) vision--an understanding of where the organization is and where it should be going; (2) change and innovation--possibly including reorganization, automation, and expansion; (3) staff response to change; (4) slack resources--time, equipment, and personnel available in times of stress; (5) power and the exercise of authority by new administrators; (6) stress caused by the addition of new tasks, and the mutation of familiar regimens to new and more complex sets of functions; (7) organizational culture--the history and circumstances of the organization and management positions; (8) trust and communication; and (9) team building. (14 references) (MES)

ED 304 144 IR 052 646

Fischler, Barbara B.

The Landscape of Leadership.

PUB DATE- 10 Jul 88

NOTE- 13p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Guidelines; *Interpersonal Communication; *Leadership Qualities; Librarians; *Listening Habits; *Nonverbal Communication; *Personality Traits

This examination of the nature of leadership identifies communication as one of the most important elements of leadership, and discusses the 16 basic and 32 mixed types of personalities with whom leaders interact. The communication styles of individuals with each of these temperament styles are also discussed. The importance of effective listening and proper use of the nonverbal climate or body language is considered and ways of using these techniques to advantage with different personality styles are suggested. The paper concludes with several recommendations for mastering these communication skills. (8 references) (MES)

ED 304 145 IR 052 650

Wright; Dianne H.
Leadership in Libraries--Feedback as Communication.
PUB DATE- 10 Jul 88
NOTE- 21p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Feedback; Job Satisfaction; Leadership Qualities; *Library Administration; *Personnel Evaluation; *Personnel Management; Self Esteem

This paper focuses on the role of feedback in effective communication and ways in which feedback can assist library managers at all levels in performing their role as leaders. The various kinds and sources of feedback are discussed, and the relationship between feedback and goal setting are considered, as well as the effects of goal setting and feedback on satisfaction and performance. The role of feedback in library personnel evaluation is described, and guidelines for feedback to employees are provided. Two problems concerning performance appraisal in libraries today are identified: inadequate time and preparation for the supervisor to provide feedback, and the frequency of appraisals. The effect of feedback on self-confidence is examined, and a discussion of the importance of feedback in library management concludes the paper. (22 references) (MES)

ED 304 146 IR 052 651

Budd, John M.

Leading through Meaning: Elements of a Communication Process.
PUB DATE- 10 Jul 88
NOTE- 21p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Language Processing; *Leadership Qualities; *Library Administration; Models; Organizational Communication
IDENTIFIERS- *Message Transmission

This paper presents a simple model of the communication process and discusses the transmission of meaning from the sender to the receiver of a message. The model is applied to the library organization, and problems which may arise from various interpretations of messages are considered. The relationship between information and meaning is then examined. The communication of meaning and the transformation of the ideation inherent in the members of the organization into an ideology to be shared are identified as leadership roles. Coincident and equifinal meanings and their roles in organizational communication are explored, and it is concluded that success in a library depends on the initiative of meaning as both a function and a definition of leadership. (14 references) (MES)

ED 304 147 IR 052 652

Arneson, Rosemary Huff
Mediation: A Language of Leaders.
PUB DATE- 10 Jul 88
NOTE- 20p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; *Conflict; *Conflict Resolution; Interpersonal Communication; *Library Administration
IDENTIFIERS- *Mediation

This discussion of potential uses of mediation as a management and communication tool focuses on the library setting. The nature of conflict is considered, and the concept, basic principles, and applications of mediation as a form of conflict resolution are presented. The four steps in the mediation process are then described: (1) Introduction, (2) Story Telling, (3) Problem Solving, and (4) Agreement. Within the library environment, sources of conflict (between staff members, between an employee and a supervisor, between a staff member and a patron, and between the library and its parent organization) and applications of mediation are discussed. Organizations offering formal training in mediation are noted and several areas that should be covered by the training are suggested. The paper concludes by outlining reasons that mediation can be an effective tool in conflict situations. (7 references) (MES)

ED 304 148 IR 052 653

Burruss, Marsha A.
Mentoring for Leadership.
PUB DATE- 10 Jul 88
NOTE- 18p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Conflict Resolution; *Interpersonal Communication; Leadership; *Librarians; Library Administration; *Mentors; Organizational Climate; Self Evaluation (Individuals)

This discussion of the mentor/protege relationship in the library setting begins by examining the benefits of mentoring for both individuals and the organization. Characteristics of mentors, guidelines for self-assessment of strengths and weaknesses for a potential mentor, and protege characteristics that will attract a

mentor are outlined. Communication skills essential to mentoring are then described, including active listening, giving and receiving feedback, counseling, coaching, and managing conflict and disagreement. Conditions within the organization that encourage or discourage the development of mentor relationships are summarized, and the paper concludes with a discussion of ways that librarians can promote leadership through mentoring. (10 references) (MES)

ED 304 149 IR 052 654

Bayne, Pauline S.
Moving a 1.5 Million-Volume Library: A Study of Communication in Project Management.
PUB DATE- 10 Jul 88
NOTE- 26p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); Higher Education; *Library Administration; *Library Planning; *Relocation
IDENTIFIERS- *Project Management; *University of Tennessee Knoxville

Based on the relocation of the University of Tennessee Knoxville (UTK) Library, this paper explores the importance of communication in project management. Definitions of project management are followed by an overview of the UTK move and discussions of the role of the project director, possible causes of mismatches between responsibilities and authority, and ways that the project director can gain influence. The year and a half planning phase of the UTK move is then described, as well as methods of interfacing--e.g., meetings and training programs--between the project management team and independently working individuals and groups, such as library staff and outside contractors, are described. Examples of several forms of communication--person-to-group, person-to-person, and intragroup--conclude the paper. (7 references) (MES)

ED 304 150 IR 052 655

Mitchell, Eugene S.
A Review of Leadership Research.
PUB DATE- 10 Jul 88
NOTE- 20p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Leadership; *Leadership Qualities; *Library Administration; *Library Research; Literature Reviews; Models

This paper surveys the history and development of some of the major theories and concepts of leadership: (1) the trait approach--research focusing on personality characteristics presumed to set leaders apart from others; (2) leader behavior--what leaders actually do; and (3) situational variables--characteristics of the particular situation. Leadership research in the area of librarianship is then reviewed. Twenty-five references are listed. (MES)

ED 304 151 IR 052 656

Johnson, Peggy

The Role of Empathy in Managerial Communication.

PUB DATE- 10 Jul 88
NOTE- 20p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; Empathy; Intuition; Leadership Qualities; *Library Administration; Organizational Climate; Organizational Communication; Trust (Psychology)
IDENTIFIERS- Openness

This paper begins with a discussion of the role of communication in the organizational setting in general and in libraries in particular. Four attributes of effective communicators and the responsibility of library managers to foster a communication climate manifesting these attributes are then examined: (1) trust, (2) empathy, (3) openness, and (4) intuition. Finally, leadership characteristics and the importance of communication skills for leaders are considered. (27 references) (MES)

ED 304 152 IR 052 658

Data Acquisition Plan, 1988-89.
Connecticut State Board of Education, Hartford.
PUB DATE- 88
NOTE- 97p.; For the 1987-88 plan, see ED 288 552.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Data Collection; *Educational Administration; Educational Assessment; *Educational Planning; *Records (Forms); School Districts; *State Departments of Education; Superintendents; Tables (Data)
IDENTIFIERS- *Connecticut State Department of Education; Paperwork Reduction

Designed as a concerted effort to control the paperwork and reduce the number of data collection reports required by the Connecticut State Department of Education, this report lists the forms the department will use in the 1988-89 school year to collect data on the condition and the progress of education in Connecticut. An introductory section describes the results of coordinating data collection, provides an assessment of reporting requirements, and includes explanatory notes for the tables in the report. The report itself is divided into four parts: (1) a listing of Department of Education forms grouped as follows: forms required of all superintendents this school year, forms required on a schedule longer than one year, forms required of some superintendents as needed, and forms required of other respondents; (2) a listing of the forms required of local school districts by agencies other than the State Department of Education; (3) a numerical listing of all forms required of local school districts, including all forms listed in Parts 1 and 2; and (4) a September to August calendar, listing forms according to their due dates. Each list includes the state due date, local contact person, form type, need, form number, form name and justification, state contact person, and telephone number. (CGD)

ED 304 153 IR 052 662

Zsiray, Stephen W., Jr.; And Others
Library Media Services in the Cache County School District: Recommendations of the Library Media Task Force.
Cache County School District, North Logan, UT.
PUB DATE- May 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Networks; *Library Planning; Library Services; *Media Specialists; *Occupational Information; Policy; *Program Development; *Program Evaluation; Public Relations; School Libraries
IDENTIFIERS- Task Force Approach

This report presents a proposal made by a Utah task force appointed to establish a plan for a district school library media program to best serve the students and staff of that district. The introductory section discusses the priorities on which the proposal focuses, the philosophy of education in a school library media center, and the aims, purposes, and objectives of the school library media centers. Job descriptions at the district, elementary, and secondary levels are provided in the second section. A third section outlines program development--both current and at a five-year interval--and includes discussions of management and maintenance procedures in the school library media centers, professional training and development of media specialists, and district level support meetings. The fourth section is devoted to program components, e.g., media production services, public information, program evaluation, networking, budgeting, selection and purchasing of non-human resources, teaching responsibilities of the media specialist, and the media specialist's responsibility for information retrieval skills curriculum and participation in the formulation of the total school curriculum. (CGD)

ED 304 154 IR 052 663

Phillips, Dennis
Library Resources Workbook, Revised.
Pennsylvania State Univ., Allentown.
REPORT NO.- I/DP1/16
PUB DATE- 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Databases; Higher Education; *Information Sources; *Library Instruction; *Library Materials; *Library Services; Online Catalogs; Optical Data Disks; *Reference Materials; Users (Information); Workbooks
IDENTIFIERS- Library Information Access Retrieval System
Intended to provide a basic overview of the facilities and resources of the library on the Allentown Campus of Pennsylvania State University, this student workbook is designed to familiarize students with what is available to them in the library; to introduce them to skills likely to be used in varying degrees throughout life, regardless of what field is pursued; and to offer them a small but significant beginning in mastering the world of organized information. Instructions are provided to the student for the reading and completion of each section, and to let them know to whom the workbook should be submitted for correction as part of the final grading for the course. Following a floor plan of the library, the workbook is divided into 12 sections: (1) the library tour; (2) the Library Information Access System (LIAS), the computer catalog; (3) the campus card catalog and COM catalog; (4) the subject approach to locating material; (5) the Library of Congress Classification System; (6) periodical indexes; (7) newspaper and newspaper indexes; (8) encyclopedias; (9) almanacs and statistical sources; (10) audiovisual resources; (11) the microcomputer laboratory; and (12) CD-ROM (compact disk read-only-memory) database searching. Twelve assignment sheets are included in the workbook, one to accompany each chapter. (CGD)

DOCUMENT RESUME

ED 304 155 IR 052 664

Clark, Collin, Ed.
LSCA Final Reports: Fourth Series.
California State Library, Sacramento.
PUB DATE- 88
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Disadvantaged; *Information Services; *Library Services; *Outreach Programs; Program Evaluation; *Public Libraries; Referral; *State Libraries
IDENTIFIERS- Childrens Library Services; *Library Services and Construction Act

This compilation of primarily narrative reports from 24 federal projects funded by the Library Services and Construction Act (LSCA) and administered by the California State Library covers the period 1985-1987, with further reports to be published approximately every other year. Each report--excerpted from a standardized summary report form--is arranged by the subject nature of the project, rather than by chronology or alphabet, and allows for subjective opinion of how well a project succeeded as well as more objective evaluations of goals and objectives. Reports on five types of programs are included: (1) programs for children and youth (8); (2) programs for the disadvantaged (3); (3) information and referral programs (4); (4) outreach programs (6); and (5) technical support programs (3). These reports are offered with two hopeful purposes: that they will give the library community and state and federal government officers a better idea of how LSCA funds are improving library services to Californians; and that they will aid present and future LSCA projects in carrying out their objectives to better effect and in improving the report process itself. (CGD)

ED 304 156 IR 052 665

Shubert, Joseph F., Ed.; Josey, E. J., Ed.
The New York State Library and Libraries in New York State.
New York State Library, Albany.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Government Role; Higher Education; History; Information Networks; *Institutional Cooperation; Public Libraries; *Role of Education; *State Libraries
IDENTIFIERS- Federal Library Services Act; Library Services and Construction Act; New York

This issue of "The Bookmark" is a reader, containing a collection of articles that relate in some way to the history and development of the New York State Library and the library development programs for which this library is responsible. Most of the articles--which have appeared in earlier issues of the journal--provide brief views of the program, rather than a comprehensive history, and include: (1) "Libraries as Related to the Educational Work of the State" (Melvil Dewey); (2) "Libraries in New York: An Essay in History" (Mason Tolman); (3) "150 Years in the State Library" (Mason Tolman); (4) "Networks and Systems, Dui to Humphry--What We Have Learned" (Jean L. Connor); (5) "Recommendations of the Commissioner of Education's Committee on Public Library Service, 1957"; (6) "Commissioner's Committee on Reference and Research Library Resources"; (7) "Interinstitutional Cooperation between Educational Agencies" (Ewald Nyquist); (8) "New York's Accomplishment under the Federal Library Services Act, 1956-60" (Jean Connor); (9) "The Public Library--One of Our Best Ideas" (Charles Gosnell); (10) "Overdue" (Hugh Flick); (11) "Library Development in New York State--A Statement of Perspective after 20 Years" (Jean Connor); (12) "The Library in the University of the State of New York" (Joseph Shubert); (13) "The Future of Public Library Systems: A View from the Tenth Floor" (Roberta Cade); and (14) "Summary and Evaluation of New York State LSCA Program, FY 1985." (CGD)

ED 304 157 IR 052 666

Ajiferuke, Isola

A Probabilistic Model for the Distribution of Authorships: A Preliminary Report.

PUB DATE- 20 May 88
NOTE- 25p.; Paper presented at the American Society of Information Science Student Research Mini Conference (Syracuse, NY, May 20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracting; *Authors; *Bibliometrics; *Goodness of Fit; *Mathematical Models; *Periodicals; *Probability; Social Influences; Statistical Analysis
IDENTIFIERS- Collaborative Research; Gaussian Poisson Distribution; University of Western Ontario (Canada)

The purpose of this study was to develop a model for the distribution of authorships--based on the initial hypothesis that the distribution of authorships follows a shifted Waring distribution--and to test the derived model and some other discrete probability models for goodness-of-fit against empirical data. Bibliographic data from 15 abstracting journals covering the literature in six fields--engineering, medical, physical, mathematical and social sciences, and humanities--were used in testing the goodness-of-fit of the shifted Waring distribution and 13 other discrete probability models. The preliminary findings presented here are based on 60 data sets collected from 10 abstracting journals covering the literature in the mathematical and social sciences and humanities. They indicate that the promising models for the distribution of authorships are the shifted Waring, shifted generalized negative binomial, shifted negative binomial, shifted generalized Poisson, and shifted inverse Gaussian-Poisson distributions. Three advantages and possible practical applications of a model for the distribution of authorships include: (1) ability to summarize the entire frequency distribution by a few parameters of the model; (2) estimation of the number of entries in an author index; and (3) usefulness in a simulation study designed to determine, subject to space constraints, the maximum number of authors per paper to be included in an author index. Forms of the discrete probability models are appended. (5 tables, 12 references) (Author/CGD)

ED 304 158   IR 052 667

Schamber, Linda; Eisenberg, Michael
Relevance: The Search for a Definition.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Society for Information Science (51st, Atlanta, GA, October 23-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; Computer System Design; *Information Science; *Information Systems; *Models; *Multidimensional Scaling; *Relevance (Information Retrieval); Research Needs; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Syracuse University NY

Arguing that relevance judgments are fundamental to the design and evaluation of all information retrieval systems, and that a consensus on the definition of the central concept of relevance has not been reached, this paper begins by critically reviewing four approaches to the problem of defining relevance: (1) the system-oriented approach (relevance is defined as topicality, or matching); (2) the user oriented approach (relevance is defined as the relationship of information in a document to the research at hand, or in terms of user satisfaction); (3) the multidimensional approach (relevance is defined as topicality, as a concept contained within utility); and (4) the cognitive approach (which depends on concepts such as knowledge state, conceptual framework, and internal representation). It then introduces the user-concentric approach, which is based on three assumptions: relevance is a multidimensional concept based on the human judgment process; it is dependent on both internal (cognitive) and external (situational) factors; and it is intersubjective but nevertheless systematic and measurable. Currently being explored at Syracuse University, this new approach is described as a model which explores relevance in the context of the sense-making approach, and places the user, not the system, in the role of the central and active determinant of the dimensions of relevance. (25 references) (CGD)

ED 304 159 IR 052 668

Strickler, Sally Ann Koenig; And Others
Report of the Task Force on Providing Library Services to Extended Campus Students.
Western Kentucky Univ., Bowling Green.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Distance Education; Higher Education; *Information Needs; *Information Sources; *Library Services; Models; User Needs (Information)
IDENTIFIERS- Off Campus Students; Task Force Approach; *Western Kentucky University

This task force report proposes a plan for providing campus-quality library services to students at three sites of Western Kentucky University's extended campus program which would offer access to main library services and collections rather than the traditional assembling of additional library collections in off-site locations. Elements of the proposal are delineated in the narrative report and recommendations are made for future planning of off-campus library services. The full proposal is then presented as 11 attachments. Attachments I, II, and III present a plan for providing library services, with options, for each of the extended campus programs. Attachment IV gives estimated budget requirements, based on materials delivery options. The tables in Attachments V, VI and VII summarize the classes offered and the numbers of students attending the centers for 1984-86, the total extended campus enrollments for 1984-87, and projected enrollments for each center for spring 1987; the table in Attachment VIII synthesizes this information for the three campuses. Attachments IX, X, and XI outline needs for library materials, materials delivery, and communications. (CGD)

ED 304 160 IR 052 670

The Status of Academic Libraries in Maryland's Public Colleges and Universities. A Report of the Library Advisory Committee to the State Board for Higher Education.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Mar 85
NOTE- 69p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Cost Effectiveness; Government Role; Higher Education; Information Sources; *Library Automation; *Library Collection Development; Library Personnel; Planning; Technological Advancement; *Trend Analysis

This report describes a study undertaken by the Library Advisory Committee (LAC) to identify the crucial issues and trends affecting public academic libraries and to provide a set of recommendations to the State Board for Higher Education in these areas. The report focuses on the changing role and nature of academic libraries in Maryland as they move from traditional functions and services to those more dependent upon computer technology. The impact of automation on the individual academic library is analyzed in terms of collection development and management, services to users and internal operations, personnel, facilities, and costs and benefits, and it is recommended that a task force be created to study and propose actions on a number of crucial issues. Discussion of six recommendations made by the LAC identifies the issues to be addressed by the proposed task force, but leaves to the task force the formulation of plans and actions regarding these issues. For each recommendation a description of the intent of the LAC in making that recommendation is included, as well as some of the costs associated with the recommendation, and some of the benefits expected to be derived from its implementation. A 25-item glossary of acronyms is attached. (CGD)

ED 304 161 IR 052 671

Chan, Betty, Comp.; Reynolds, Martha G., Comp.
SUNY Librarians in Print, 1975-1988. A Bibliography of Publications by Librarians of the State University of New York.
State Univ. of New York Librarians Association, Albany.

PUB DATE- 88
NOTE- 168p.; This project of the Professional Development Committee of the State University of New York Librarians Association was funded by a New York State/United University Professions Professional Development/Quality of Working Life Grant, 1988.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; Higher Education; *Librarians; *Library Research; Professional Development; *Publications
IDENTIFIERS- *New York

Designed to document the research activities of the librarians of the State of New York University (SUNY), this bibliography of publications has been compiled for three primary reasons: (1) to provide a tangible record of the depth and breadth of knowledge, interests, and expertise represented within their ranks; (2) to provide a mechanism which encourages SUNY librarians to share with each other their research interests and accomplishments; and (3) to update the last bibliography, which was compiled in 1975. It is noted that the bibliography--which contains more than 700 items, most with annotations--is based on information received from SUNY librarians in response to a 1987 mailing which requested citations for publications. The scope of the bibliography is as follows: encompasses publications by practicing librarians who are or were employed at SUNY during any time since 1975; covers a time period form 1975 through 1987; and includes works published by commercial or university presses for national, state, or regional distribution. Seven broad categories of materials are provided: books, chapters in books, ERIC documents, journal articles, non-print materials, reviews, and editorial responsibilities. Author and subject indexes are provided. (CGD)

ED 304 162 IR 052 672

Parish, David; And Others
Survey of SUNY Library Support for Professional Development. Summary Report.
State Univ. of New York Librarians Association, Albany.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Processing; Higher Education; *Librarians; Library Administration; Policy; Professional Continuing Education; *Professional Development; Questionnaires; Special Libraries; State Surveys

This document reports the results of a 1987 survey sponsored by the State University of New York Librarians Association (SUNYLA) whose purpose was to review the current state of library activities and support for professional development efforts by all SUNY libraries, and to compare the current data to those of a similar survey done in 1983. It is noted that responses were received from medical, statutory, special, university center, agricultural and technical, arts and sciences, and community college libraries, and that the overall response rate was 79%. The issues addressed in the survey instrument included: (1) professional development policy; (2) formal continuing education; (3) professional activities; (4) in-house programs of professional enrichment; (5) research; (6) sabbatical leave; and (7) SUNYLA in-service programs. Narrative summaries are provided for the responses to some questions which were too diverse to be presented in tables. A summary of the findings suggests that it seems safe to comment that there are a large number of creative, professional development activities taking place, and that SUNY librarians are enthusiastic about increasing their knowledge and skills. Concluding remarks point out differences in the findings of this survey as opposed to one conducted four years earlier, emphasizing the increased importance of professional development as part of professional life. Appendixes include suggestions for mini-workshops and library specialty programs or expertise. A copy of the survey questionnaire is also appended. (CGD)

ED 304 163 IR 052 673

Hess, Elmer B., Comp.
Atlases in the Collection of Moellering Memorial Library, Valparaiso University. A Selected and Annotated Bibliography.
PUB DATE- Nov 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Atlases; Higher Education; *Library Collections
IDENTIFIERS- Valparaiso University IN

Following a brief discussion of the evolution of the atlas and its importance as a library reference tool, an annotated description is provided of each atlas found in this university library collection. Items in the bibliography are arranged in the following categories: (1) world atlases; (2) regional atlases; (3) national atlases; (4) state atlases; and (5) thematic atlases, including agriculture, the

Bible and Holy Lands, economic, geology, geomorphology, history, marine, minerals, military, population, transportation, and water. An index of authors/producers and titles is provided. (CGD)

ED 304 164   IR 052 674

Clark, Collin, Ed.
California Library Statistics, 1987.
California State Library, Sacramento.
PUB DATE- 87
NOTE- 225p.; For the 1984-1985 statistics, see ED 272 217.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; *Special Libraries
IDENTIFIERS- *California

The information reported in this document characterizes libraries in California through statistical tables, profiling each library within the appropriate library type (public, academic, special, state agency, and county law). The data were gathered though the annual report forms for fiscal year 1985-1986 that were returned by 967 libraries of an estimated total of 1,200 California libraries (not counting school libraries). Presented in the statistical tables are data on activities (interlibrary loans borrowed and lent, circulation, total volumes, etc.), income, expenditures, staffing, and collections. These data are organized by library type and area population. Also provided is a state summary of library statistics for the current year, plus two preceding years, and figures from 1977-78--the watershed year before Proposition 13--which include total operating expenditures and salaries; library materials; full-time staff equivalents; total volumes; circulation; interlibrary loan borrowing and lending; and total number of reference questions answered during the year. A list of the libraries represented concludes this report. (CGD)

ED 304 165 IR 052 675

Whitlatch, Jo Bell
Client/Service Provider Perceptions of Reference Service Outcomes in Academic Libraries: Effects of Feedback and Uncertainty.
PUB DATE- 10 Jul 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Communication (Thought Transfer); Correlation; *Feedback; Higher Education; Library Personnel; Library Research; Library Services; Library Surveys; *Models; Questionnaires; *Reference Services; *User Needs (Information); Use Studies
IDENTIFIERS- *Reference Librarians

Undertaken for a doctoral dissertation, this research project on reference services tested a model of major variables that influence academic library reference service outcomes. The study focused on reference librarians who serve in boundary spanning roles, i.e., positions where interchange with the organization's external environment is central to their function. It is argued that these roles are defined in part by the reciprocal roles of their clients, and that understanding the effectiveness of reference personnel requires the study of users as well. Based on these arguments, the model of the reference process that was developed for this study provided for the collection of information on individual reference transactions from both librarians and users. The model was tested through a study of 257 reference transactions from five academic libraries in northern California. The primary method of collecting data was through survey questionnaires for librarians and users. Data were summarized and analyzed by stepwise regression. It was found that variables related to feedback, service orientation, time constraints, and task uncertainty have the most significant effects on service outcomes. It was also found that for the majority of reference transactions, librarian judgments of service value are an adequate substitute for user service value judgments. (CGD)

ED 304 166 IR 052 701

Library Programs. Strengthening Research Library Resources Program. Higher Education Act, Title II-C. Abstracts of Funded Projects, 1988.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- LP-89-706

PUB DATE- Jan 89

NOTE- 75p.; For the report on 1987 projects, see ED 293 552.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Library Networks; Microreproduction; Online Catalogs; *Preservation; *Research Libraries; Shared Library Resources

IDENTIFIERS- *Higher Education Act Title II

The 39 funded programs described in this brochure involve bibliographic control, collection development, and preservation of library materials at research libraries, and are designed to make rare materials accessible through bibliographic control and networking. The description of each funded project includes the responsible agent conducting the research library project; the individual responsible for administering the project for the sponsoring institution; the major area of project activity; the grant period; the amount of money awarded for use during the grant period; the U.S. Department of Education control number; and an abstract summarizing the project goals and activities. Three appendixes include five data tables on the funding for the projects and two charts on the project focus; a summary of joint projects for FY 1978-88; and a map of states that have benefited from HEA Title II-C since 1976. (CGD)

ED 304 167 JC 890 047

Illinois Community Colleges Mean Business. Fiscal Year 1988 Economic Development Grants: Annual Report.

Illinois Community Coll. Board, Springfield.

PUB DATE- Nov 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Business Administration; Community Colleges; *Economic Development; Employment Services; *Entrepreneurship; *Grants; Job Development; Job Placement; *Job Training; Labor Force Development; Program Descriptions; *School Business Relationship; Seminars; Small Businesses; Two Year Colleges; Workshops
IDENTIFIERS- *Illinois

Economic development grants have had a significant impact on the economy of Illinois and have been an excellent investment for the state. Reports submitted by the state's community colleges indicate that they assisted nearly 5,700 newly established and existing businesses and industries during fiscal year (FY) 1988. The cornerstone of the colleges' involvement in economic development is a network of business centers and economic development offices operated by each of Illinois' 39 community college districts. The primary purpose of the centers is to coordinate customized job training programs for new and existing business and industry and to provide entrepreneurship assistance. In FY 1988, the community colleges: (1) assisted in the creation and retention of 38,424 jobs, the start up or expansion of 113 companies, and the retention of 140 companies; (2) provided customized training for 1,468 companies through 2,164 courses; (3) conducted 1,819 entrepreneurship workshops and seminars and provided small business counseling and management assistance; (4) helped obtain $35,599,616 in contracts for Illinois businesses; and (5) helped to establish or operate small business incubators, or centers that provide special facilities, training, and services. In addition to these primary activities, the colleges helped to operate labor/management councils, provided quality control training, and offered training and job search services for persons seeking employment. The annual report on the economic development grants includes supporting data tables. (AJL)

ED 304 168 JC 890 049

Current Issues in Transfer Articulation between Community Colleges and Four-Year Colleges and Universities in Illinois.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Core Curriculum; General Education; Higher Education; *Intercollegiate Cooperation; Required Courses; State Programs; *Statewide Planning; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois

Designed to improve the articulation of two- and four-year college baccalaureate-oriented coursework in Illinois, this report provides background on the history and status of articulation in the state, and presents descriptions of current issues and related recommendations. First, the historical overview explains the "articulation compact" established by the Illinois Board of Education in 1970 to encourage Illinois universities to grant junior standing to transfer students who have completed associate degrees based on baccalaureate-oriented sequences and to consider their lower-division general education requirements satisfied. Next, the report considers the following transfer articulation issues and offers recommendations for their resolution: (1) challenges to the "articulation compact" by some universities; (2) variations in general education or core degree requirements among community colleges; (3) program and course articulation problems caused by differences in specific course content, changes in university course requirements, and changes required by external certification and accrediting groups; (4) the need for two- and four-year institutions to make special efforts to increase the number of minority students who complete associate degrees and subsequently transfer and complete baccalaureate degrees; (5) access to public universities for associate in arts and associate in science graduates; (6) the scope and effectiveness of academic advising at community colleges; (7) changes in university degree requirements; (8) student transcript policies and procedures; (9) nontraditional student populations; (10) maintenance of academic standards and instructional quality in telecourses; (11) transferability of dual credit enrollment courses; and (12) articulating associate in applied science degree programs. (AJL)

DOCUMENT RESUME

ED 304 169 JC 890 053

Hardin, Jerry W.; Martin, Fred H.

A Study of Staff Perceptions of Institutional Goals Before and After a Major Institutional Mission Change.

Pellissippi State Technical Community Coll., Knoxville, TN.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; College Role; *Community Colleges; *Employee Attitudes; *Institutional Mission; Institutional Research; Organizational Change; *Organizational Objectives; School Surveys; *Teacher Attitudes; *Technical Institutes; Two Year Colleges

In 1988, the name of the State Technical Institute of Knoxville (STIK) was changed to Pellissippi State Technical Community College (PSTCC). University-parallel programs were added to its previous technical curriculum, which had been designed for immediate entry into the workforce. Subsequently, a study was conducted at PSTCC to ascertain faculty and staff perceptions of current college goals; to elicit opinions about what the new institution's goals should be; to identify changes in perceptions of goals from those held before 1986; and to compare local views about goals to national norms. The Community College Goals Inventory Survey was administered to 115 employees, including 38 former STIK faculty, 11 faculty members who had transferred to PSTCC from Roane State Community College, 9 other new faculty members, 25 support staff members, and 28 administrators. Respondents were asked to rank 97 statements in 20 goal areas according to the degree that they were current college goals and the degree that they should be. Results included the following: (1) the four areas ranked most highly as current college goals were vocational/technical preparation, general education, remedial/developmental support, and accessibility; (2) top areas ranked in terms of "should be" goals included general education, college community, vocational/technical preparation, and remedial/developmental support; and (3) respondents believed that more emphasis should be given to every goal area, with the largest discrepancies between "is a goal" and "should be a goal" in the areas of college community, faculty/staff development, intellectual environment, and humanism/altruism. Six tables and a sheet containing descriptions of the 20 goal areas are attached. (AAC)

ED 304 170 JC 890 085

Banks, Debra; Mabry, Theo
Community College Foundations. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-4
PUB DATE- Jul 88
NOTE- 6p.
CONTRACT- RI-880-62002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; Donors; Educational Finance; Educational Resources; *Fund Raising; Governance; Organizational Development; Organizational Effectiveness; *Philanthropic Foundations; School Community Relationship; Two Year Colleges

Not for profit community college foundations play a major role in overall resource development. Because foundations are legally and organizationally independent of the college, they are able to promote the well-being of the college without the statutory limits imposed by the governing board and staff. Foundation money is not restricted to basic functions and permits colleges to implement programs and services not within their operating budgets. Ties with community leaders can be strengthened through foundations, while alumni and other supporters gain an opportunity to show their appreciation in tangible ways. Four phases in the development of a foundation have been identified as: (1) the development of articles of incorporation and by-laws; (2) the education of the foundation board on the college's programs; (3) the initiation of a large scale community relations campaign; and (4) the planning of fund-raising activities and other events for the coming year. An important measure of the effectiveness of a foundation is the number and amount of donations it solicits. The most effective methods of fund-raising include direct mailings, special events, annual fund campaigns, and other activities. The commitment of the college and foundation administration, however, is the key to the foundation's success. The report includes a list of references. (AJL)

ED 304 171 JC 890 091

Martin, William J., Ed.
Academic Advising Issues in Pennsylvania's Community Colleges. A Summary of the Proceedings of the Conference on Academic Advising in Pennsylvania's Community Colleges (Williamsport, Pennsylvania, March 26-27, 1987).
Williamsport Area Community Coll., Pa.
PUB DATE- Mar 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Community Colleges; *Computer Uses in Education; Counseling Effectiveness; *Counseling Objectives; Counseling Services; Counseling Techniques; Counselor Evaluation; *Counselor Role; Counselor Training; *Educational Counseling; Prerequisites; *Student Development; Student Placement
IDENTIFIERS- *Pennsylvania

This conference proceedings provides a summary of presentations on five academic advising issues of concern to Pennsylvania's community colleges. The first topic addressed during the conference was "Models of Academic Advising." The presentation by Richard A. Kratz, Preston Pulliams, John Hariston, Dolores Hill, and Sharon Gavin described four academic advising delivery systems, representing centralized, decentralized, and mixed models of organization. Next, Charles M. Quinn discussed "The Philosophical Role of Advising in the Access/Quality Paradox," emphasizing the role of the academic advisor in helping students face deficits in their preparation for college. In the third session, Ross Ann Craig and William J. Martin described "Computer Support for the Advising Function," focusing on the student information systems in place at Delaware County Community College and Williamsport Area Community College. Next, Richard J. Robertson examined "Advisor Staff Development, Compensation and Evaluation," highlighting the stability of training and compensation within Pennsylvania's community colleges and practices and concerns related to evaluation. Finally, William J. Martin discussed "The Role of Academic Advising in Student Development," including practices related to the academic, personal, and career development of students. (AAC)

ED 304 172 JC 890 092

Martin, William J.

South American Field Experience: An Initiative in International Education. The Implementation Journal for the South American Field Experience.

Williamsport Area Community Coll., Pa.
PUB DATE- Nov 88
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Faculty Development; International Educational Exchange; *International Programs; Program Descriptions; Program Design; Program Effectiveness; *Study Abroad; Travel; Two Year Colleges

A description is provided of Williamsport Area Community College's (WACC's) South American Field Experience program, a travel/study program for faculty and staff designed to provide a variety of learning experiences through a three week trip to Peru, Chile, Argentina, and Brazil. Chapter I presents an overview of the development of the project, including information on WACC's past achievements in infusing an international dimension into its curriculum and staff development activities, corporate sponsorship for the project, participant selection and profiles, staff development planning, and publicity. Chapter II presents the participants' action plans for the trip. The development of these plans involved examining the itinerary, learning as much as possible about the places to be visited, and establishing goals to be accomplished during the trip. Chapter III consists of entries from a field journal kept as a record of the team's activities. Finally, Chapter IV includes a brief report from each participant summarizing the extent to which they achieved their planned objectives. Appendixes contain the itinerary and course outlines. (AJL)

ED 304 173 JC 890 093

Muro, Gertrude; Wise, Alice
Meeting the Student's Needs: A Transdisciplinary Approach.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Faculty; Community Colleges; *English (Second Language); *High Risk Students; *Instructional Innovation; *Mentors; Models; Nontraditional Education; *Nontraditional Students; Program Descriptions; Program Development; Student Needs; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *El Paso Community College TX

Increasingly, educators are being challenged to find meaningful ways to meet the needs of nontraditional college students. A transdisciplinary model is useful in meeting these needs, in that it focuses on the individual and is characterized by a sharing of information and skills across traditional disciplinary boundaries. This model was conceived when others, such as the unidisciplinary, intradisciplinary, multidisciplinary, and interdisciplinary models, failed to accomplish their purpose. El Paso Community College, which serves a number of nontraditional students, has incorporated two transdisciplinary programs. The Faculty Mentoring Program assists students not so much with course content as with the learning and coping skills that they will need throughout their academic career. The faculty selected are those with both low attrition rates for high-risk courses and extensive teaching and counseling experience. The English as a Second Language (ESL) Credit Program offers students the benefit of learning English through courses designed by three-different disciplines: ESL, Reading, and Speech. ESL students are required to enroll in three co-requisite courses at each skill level (two ESL and one Reading) and are advised to take a Speech course as well. Although neither program has been been evaluated, both have received positive responses from students and faculty and show promise for reaching nontraditional students. Additional information on the two programs is appended. (AJL)

ED 304 174 JC 890 094

Alaska High School Seniors Survey Report, 1987-88: August 1988. Document Number 88-2.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- Aug 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; Educational Needs; Grades (Scholastic); *High School Seniors; Occupational Aspiration; Questionnaires; Self Evaluation (Individuals); State Surveys; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Experience; Student Personnel Services; Student School Relationship; Terminal Students; Vocational Education
IDENTIFIERS- *Alaska

In fall 1987, Alaska high school seniors were surveyed to determine their opinion of their overall high school experience, their need for additional assistance in selected academic and career planning areas, general demographic information, and post-graduation plans. A 21-item questionnaire was sent to all 211 Alaska public and private high schools in an effort to reach an estimated 7,160 seniors. Study findings, based on responses from 2,910 students, included the following: (1) 51% of the respondents were male, 69% were Caucasian, 18% were Alaska Native, 3% were Black, 3% were Oriental, and small percentages were Hispanic or other; (2) 26.7% rated their overall high school experience "outstanding", 87.8% gave it a "satisfactory" rating, and 9.9% rated it "poor"; (3) 48.4% expressed a need for more assistance in mathematics, 42.6% needed assistance in deciding on a career, and 34% needed assistance in reading and writing skills; (4) 50.6% planned to attend a four-year college, 9.4% planned to attend a two-year college, 8.3% expected to attend a vocational/technical school, and 1.3% planned to enter apprentice training; (5) students who had less than a C average were more likely than students with higher grades to plan to attend a vocational/technical school, become an apprentice, get a full-time job, or be undecided about their plans; and (6) 36% planned to continue their education at an Alaskan school, while 38.0% of those who were going to attend out-of-state institutions planned to return to Alaska after college. Appendixes contain the survey instrument and selected data tables. (AJL)

ED 304 175 JC 890 095

State of Alaska Student Financial Aid Programs: Annual Report, 1987-1988. Document Number 89-1.

Alaska State Commission on Postsecondary Education, Juneau.

PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Incentive Grants; Postsecondary Education; Program Descriptions; Scholarships; *State Aid; State Programs; Student Exchange Programs; *Student Financial Aid; *Student Loan Programs; Student Participation
IDENTIFIERS- *Alaska

This report summarizes the participation levels of the five postsecondary, financial assistance programs in the state of Alaska for 1987-88. The Alaska Student Loan Program (ASLP) awarded approximately 17,000 loans during the period; 53.8% of which went to students attending an institution in Alaska, while 26.7% were awarded to freshmen. The average undergraduate loan was $4,091, the average graduate loan was $5,016, and the default rate for the program was 18.6%. The Student Exchange Program of the Western Interstate Commission for Higher Education provided access to out-of-state professional education for 107 students in 12 fields of study at a cost of $1,253,095. The State Education Incentive Grant Program awarded 176 need-based grants to undergraduates, 61 percent of whom were attending Alaskan institutions. The Alaska Teacher Scholarship Loan Program renewed loans from 1986-87 to 48 students pursuing teaching degrees. However, due to cuts in funding, no new students were awarded these loans in 1987. Finally, the Paul Douglas Teacher Scholarship Program awarded merit-based scholarships averaging $4,875 to seven high school graduates. Additional information on the ASLP is appended. (AJL)

ED 304 176 JC 890 096

Williams, Jean; And Others
Patrick Henry Community College Institutional Master Plan, 1987-1992.
Patrick Henry Community Coll., Martinsville, VA.
PUB DATE- Sep 87

NOTE- 82p.; Prepared by the Master Plan Update Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Community Characteristics; *Community Colleges; Community Services; Educational Facilities; Educational Finance; *Educational Planning; Employment Patterns; Enrollment Projections; Enrollment Trends; Expenditures; Facility Planning; *Long Range Planning; *Master Plans; *Personnel Data; Policy Formation; Racial Composition; *School Personnel; Student Characteristics

Patrick Henry Community College's (PHCC's) 1987-1992 institutional master plan was developed to inform readers of the college's mission, goals, history, current status, and plans for the future. Section 1 presents a description of the college and projections for the future in terms of: (1) PHCC's contributions to the community, such as its division of Extended Learning Services, occupational/technical services, and community interaction; (2) the college's personnel, including administration, full-time faculty, lecturers, full-time classified, hourly, and grants personnel; (3) projected growth of PHCC staff; (4) the college's budget; (5) the physical plant and the college's facilities; (6) student enrollment and graduate data, including headcount, racial composition, and full-time equivalents; and (7) the programs, degrees, and disciplines offered by the college. Section 2 provides a description of PHCC's service area and projections for the area's population in terms of racial composition, age, and gender distribution. This section also offers information on employment, including unemployment rates and projected job openings by county and industrial area. Section 3 lists 42 specific planning assumptions for the college, while section 4 describes PHCC's mission and goals. Finally, section 5 lists objectives applicable to each goal in relation to overall strategy, outcome, evaluation, projected date, person or group accountable, and necessary resources. (AAC)

ED 304 177 JC 890 097

Patrick Henry Community College Academic Advising Program Evaluation, September 1, 1987.

Patrick Henry Community Coll., Martinsville, VA.
PUB DATE- 1 Sep 87
NOTE- 58p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Community Colleges; *Counseling Effectiveness; *Counseling Services; Counselor Attitudes; *Counselor Evaluation; *Faculty Advisers; Faculty Workload; *Participant Satisfaction; Questionnaires; School Surveys; Student Attitudes; Student College Relationship; Teacher Attitudes; Two Year Colleges

In winter 1987, an evaluation of Patrick Henry Community College's academic advising program was undertaken to identify problems and areas needing improvement. Surveys were conducted of both advisors and advisees to determine their perceptions of and satisfaction with the advising process. Responses from the 23 faculty advisors who returned the questionnaire highlighted such problems as incorrect and incomplete advisor lists, an overly long registration period, students being advised by counselors without the advisor's knowledge, lack of information about assigned advisees, and the lack of a system to keep track of students when they change advisors or majors. Responses from the 291 students who completed in-class surveys revealed the following: (1) 68.7% of the students were satisfied with the academic advising they received; (2) students who were not associated with either the occupational/technical (O/T) or college transfer divisions were significantly less satisfied with advising than students associated with them; (3) 77% of the students surveyed were advised by faculty, 8.2% by counselors, and 14.8% did not know who their advisors were; and (4) in most respects, students who were advised by faculty were more satisfied with the advising program than those advised by counselors. Survey instruments and responses to open-ended questions are appended. (AAC)

ED 304 178 JC 890 098

Williams, Jean; Ingram, Cynthia
Confidential Training Needs Assessment Report.
Patrick Henry Community Coll., Martinsville, VA.
PUB DATE- 25 Jul 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Courses; Criminal Law; *Educational Needs; *Employee Attitudes; Inservice Education; *Law Enforcement; On the Job Training; Police; *Police Education; Professional Training; Supervisors; Two Year Colleges

In 1988, Patrick Henry Community College (PHCC), in cooperation with Virginia Polytechnic Institute and State University, conducted a confidential survey of members of the Henry County Sheriff's Department and the Martinsville Police Department to determine training needs. Groups of between 1 and 15 employees from all shifts and departments were surveyed to identify the courses and programs they would actually take for additional training. Study findings, based on responses from 114 employees, included the following: (1) 58% of the respondents were between 31 and 50 years old; (2) 73% had been on the job more than 5 years; (3) 42.1% of the respondents were deputies, 17.5% were correctional officers, 10.5% were responsible for data processing or bookkeeping, and 9.6% were dispatchers; (4) 70% rated the orientation programs of their departments as either excellent or good, while 80% gave the technical training provided by the departments equally high ratings; (5) 74% stated that they needed more training to qualify for higher level jobs; (6) 102 employees indicated that they needed a course in stress management, and 104 indicated that they would be interested in a course in criminal law; and (7) supervisors were less likely to see themselves as unfair than the people they supervised. Based on study findings, recommendations for expanding PHCC's services to the police and sherrif's departments were developed. (AAC)

ED 304 179 JC 890 099

Williams, Jean
Student Development Services Program Evaluation.
Patrick Henry Community Coll., Martinsville, VA.

PUB DATE- 30 Sep 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Admission (School); Career Counseling; Community Colleges; Educational Counseling; Educational Testing; Extracurricular Activities; Nontraditional Education; Program Evaluation; *Program Improvement; Questionnaires;

Registrars (School); School Surveys; Self Evaluation (Groups); *Student Attitudes; *Student Development; Student Financial Aid; *Student Personnel Services; Student Placement; Two Year Colleges

Patrick Henry Community College's (PHCC's) program of student development services consists of the career development center, financial aid, nontraditional education, student activities, counseling, testing and placement, admissions, and the office of the registrar. In order to assess the effectiveness of the program, it was first necessary to identify the strengths and weaknesses of each component and then to look for similarities to assess the program as a whole. The program components were evaluated in terms of their purposes, activities, and outcomes. In addition, students were surveyed to determine their attitudes toward, use of, and satisfaction with PHCC's student development programs and activities. Finally, interviews were conducted with key program administrators to determine their perceptions of needs and problems. Selected findings included the following: (1) the career development center needed additional funding, closer relations with faculty, and new marketing techniques; (2) the financial aid office needed larger, better planned facilities, additional staffing, and more sophisticated computer resources; (3) a primary concern of the nontraditional studies center was ongoing funding; (4) the major problems facing the student activities program were that most students did not participate in the activities and many knew nothing about them; and (5) to improve the program as a whole, methods were needed to inform students about available programs and to involve faculty and administrators in these activities. Appendixes (the bulk of the document) provide the survey instruments and results. (AJL)

ED 304 180 JC 890 100

Williams, Jean
Nursing Program Associate in Applied Science Degree, Patrick Henry Community College. Evaluation Report.
Patrick Henry Community Coll., Martinsville, VA.

PUB DATE- Jan 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Curriculum; *College Graduates; Community Colleges; *Employer Attitudes; Grading; *Licensing Examinations (Professions); *Nursing Education; Program Evaluation; Program Improvement; *Scores; Student Characteristics; Two Year Colleges; Two Year College Students

In 1988, a quantitative and qualitative analysis was conducted to determine the effectiveness, quality, and image of Patrick Henry Community College's (PHCC's) nursing program. The study was initiated in response to faculty and administrator concern about the low passing rates of nursing graduates on the state licensing board examination. The nursing program was evaluated in terms of the percentage of first-time candidates passing the nursing licensure exam; the academic and personal characteristics associated with success or failure on the exam; and a 1987 survey of area doctors, dentists, hospitals, and nursing homes to determine their satisfaction with PHCC graduates. Study findings included the following: (1) the passing rate for the licensure exam ranged from a low of 65% in 1985 to a high of 81% in 1987; (2) compared to other Virginia community colleges, PHCC ranked well below average on the pass rate of first-time examinees; (3) exam passing trends indicated that classroom grading scales were not in line with standardized tests; (4) students who repeated a nursing course were more likely to fail the licensure exam than those who did not; (5) 100% of the students who had previous practical nursing experience passed the exam on their first attempt; and (6) employers of PHCC's nursing graduates were more satisfied with graduates' attitudes about their work than with the graduates' specific skills. Among recommended changes were: (1) raise curriculum standards; (2) re-examine policy on re-admission of academic failures; (3) establish tutoring programs for at-risk students; and (4) tighten admission requirements. It was pointed out that 1988 graduates, not included in this study, achieved a 92% pass rate for first-time examinees. Appendixes provide the questionnaire for the employer survey, detailed results, and a report submitted to the Nursing Consultant to Virginia's Department of Health Regulatory Boards regarding the reasons for the failure of PHCC students on the licensure exam. (AJL)

ED 304 181 JC 890 101

McHargue, Michael

Incentives for Improving Undergraduate Teaching in the California Community Colleges. A Report to the Chancellor's Office on Assembly Concurrent Resolution (ACR) 39, Hayden.

California Community Colleges, Sacramento. Academic Senate.; California Community Colleges, Sacramento. Board of Governors.

SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 25 Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Competence; Faculty; Faculty College Relationship; *Faculty Development; Faculty Evaluation; Faculty Recruitment; *Governance; Governing Boards; Incentives; *Instructional Improvement; State Government; *State Legislation; *Teaching Skills; Two Year Colleges

This report details the response of the Board of Governors of the California Community Colleges to Assembly Concurrent Resolution (ACR) Number 39 (Hayden), known as "Incentives for Improving Undergraduate Teaching." Part 1 provides the background and recent history of community college faculty development. Part 2 describes the current faculty development situation with the initial infusion of funds from Assembly Bill (AB) 1725. Part 3 discusses the planned increases in support for the next few years, and part 4 contains specific responses to the four requests in ACR 39. These responses indicate that: (1) the fact that quality instruction is the primary mission of California's community colleges is reflected in job descriptions, and the focus on job applicants' teaching competency in letters of recommendation and job interviews; (2) the initial funding provided by AB 1725 resulted in a 25% increase of $5 million for staff and faculty development in the community colleges, while proposals for fiscal year 1989-90 requested an increase to approximately $10 million; (3) the Board of Governors is working carefully to suggest incentives, provide resources, guide local decisions, and assure appropriate evaluations of its incentives to improve teaching; and (4) while $20 million of "new" Staff and Faculty Development Funds would be needed each year to run a competent and professional faculty development program in the California community colleges, $70 million annually is needed to fully fund the goals of ACR 39. (AJL)

DOCUMENT RESUME

ED 304 182 JC 890 102

1986 Graduate Survey Report: The Community Colleges of Connecticut.
Connecticut Regional Community Colleges, Hartford. Board of Trustees.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Employment Patterns; Full Time Students; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Part Time Students; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Connecticut

In late fall 1986, questionnaires were mailed to all 3,327 students who had received a degree or certificate from a Connecticut community college the previous spring. The study focused on the graduates' characteristics, attendance patterns, employment status, and satisfaction levels. A total of 1,438 surveys, or 43%, were returned, with the response rates at the individual colleges ranging from 33% to 65%. Study findings included the following: (1) half of the respondents indicated that they had attended their community college primarily on a full-time basis, yet currently, nearly 75% of the state's community college students attend on a part-time basis; (2) 51% of the respondents attended both day and evening classes, 28% attended only day classes, and 21% attended evening classes exclusively; (3) 47.1% were attending college to prepare for a job, 21% to prepare for transfer, and 16% to prepare for a career change; (4) compared to day students, evening students were more likely to be attending to improve skills in their present jobs or for personal enrichment and less likely to be preparing for transfer; (5) at the time of the survey, 54% of the respondents were employed full-time, 9.2% were employed part-time, while 31% were attending school; and (6) respondents expressed the most satisfaction with the quality of instruction, faculty availability/interest, and their overall experience at the college, and the least satisfaction with job placement services and student activities and programs. (AAC)

ED 304 183 JC 890 103

Master Plan for Data Processing Services, 1988-1993. Report.
Connecticut Regional Community Colleges, Hartford. Board of Trustees.
PUB DATE- Jul 88
NOTE- 62p.; Cover title: "Data Processing Long Range Plan, 1988-1993."
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Computer Oriented Programs; *Computer Uses in Education; Database Management Systems; *Data Processing; Educational Planning; *Long Range Planning; Management Information Systems; Master Plans; Microcomputers; Needs Assessment; Personnel Needs; Program Improvement; *Statewide Planning; Telecommunications; Two Year Colleges
IDENTIFIERS- *Connecticut

Developed in accordance with a legislative mandate, this master plan for Connecticut's regional community colleges provides baseline data on the current status of data processing; identifies issues, trends, and constraints; and sets forth specific plans for computing activities and services within the community college system. Introductory sections examine the mandate and mission of the colleges, constraints on the mission and objectives of their data processing program, and statewide priorities and objectives. The next section provides baseline information on hardware and telecommunications configurations, data processing personnel, use of microcomputers, and nine existing computer-based administrative systems. Next, the plan considers staffing needs, fiscal year 1989 priorities for a personnel and budget information system, systemwide integration among current administrative systems, microcomputer local area networks, and a UNIX operating system environment for computer science students. Finally, plans for upgrading equipment and telecommunications are presented. The bulk of the report consists of appendixes which offer information on the computer capabilities of the system and individual colleges, a list of data processing staff positions at each college, and detailed cost projections. (AJL)

ED 304 184 JC 890 104

Conrath, Nancy; Fong Lai, Kit

Spring 1987 Student Survey: Summary. Los Angeles Community College District.

Los Angeles Community Coll. District, CA. Office of Research, Planning and Development.
PUB DATE- Feb 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; College Preparation; Community Colleges; Educational Trends; Employment Level; *Enrollment Influences; Enrollment Trends; Family Income; Multicampus Districts; Nontraditional Students; Participant Satisfaction; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

Since 1974, student surveys have been conducted in the Los Angeles Community College District (LACCD) to gather information on student goals, plans, academic preparation, characteristics, financial aid, and evaluations of college services. In spring 1987, a random sample of 15% of the current enrollment at each college in the LACCD were surveyed in class. A total of 15,084 usable questionnaires were returned. Study findings included the following: (1) between 1982 and 1987, the percentages of students pursuing career or transfer goals declined slightly, while the percentage of those pursuing personal interest goals increased; (2) older students were more often interested in fine arts, social sciences, humanities, and family studies than younger students; (3) about 25% of the respondents had attended a private or public four-year institution prior to attending their present college; (4) the proportion of working students increased between 1980 and 1987, with smaller colleges reporting higher frequencies of students working full time than larger colleges; (5) districtwide, 63% of the students spoke English as their native language, while 18% were native Spanish speakers; (6) approximately 25% of the respondents reported a household income below $12,000 per year; (7) the admissions office and college library were the most frequently used noninstructional services; (8) the most common reason for choosing a particular college was proximity to home; and (9) the major enrollment influences were class schedules and friends. An appendix includes a description of the sampling and weighting methodology and the survey instrument. (AJL)

ED 304 185 JC 890 105

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VII, September 1988.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Book Reviews; *College Environment; *College Faculty; *College Instruction; Community Colleges; Distance Education; Dual Enrollment; High School Students; Nontraditional Students; Program Descriptions; School Community Relationship; *Teacher Student Relationship; *Teaching Methods; Teaching Skills; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS- *Utah

Designed as a forum for the exchange of ideas on teaching and learning in Utah's community colleges, this journal presents a series of essays by college faculty. The September 1988 issue contains: (1) "The Community College Academic Environment--And Me," by Timothy R. Bywater, which highlights the strengths of Dixie College, including the interaction of colleagues, its teaching atmosphere, and professional development opportunities; (2) "Education: The Season for Bloom," by Jeanille Gooch, which offers a critical analysis of Allan Bloom's "The Closing of the American Mind"; (3) "Teaching Writing in the 1980s: An Upward Spiral," by Richard H. Jensen, which considers the value of a process-oriented approach to writing instruction and peer review of student writing in composition courses; (4) "Educating Rita at Snow College: The Impact of the Nontraditional Student," by Elaine Burnham, which considers the characteristics and needs of older women students; (5) "Student-Centered Education," by Louise Excell, which discusses various aspects of student-teacher interaction, urging teachers to place more emphasis on student needs and objectives and strive for a balance between camaraderie and pedagogy; (6) "Air Waves of the Future: A New Generation of Television Learning," by Nancy J. Taniguchi, which describes the benefits for students and instructors of the College of Eastern Utah's telelearning system; (7) "Q & A: How Are We Doing?" by Bryan B. Gardner," which describes a study conducted to determine community perceptions of Salt Lake Community College; (8) "Utah High School Students in Advanced Courses," by Roger G. Baker, which assesses the outcomes of concurrent high school/college enrollments; (9) "Enhancing Student Performance by Learning How to Feed the Pigs," by David O. Litchford, which suggests ways of developing positive student attitudes toward learning; and (10) "Snarfian Misery," by Larry R. Christensen, which offers a humorous perspective on the pitfalls of bad teaching. (AJL)

ED 304 186 JC 890 108

Askins, William R., Ed.; Dunlap, Elizabeth D., Ed.
Community College Humanities Review, Number 9, 1988.
Community Coll. Humanities Association.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 130p.
AVAILABLE FROM- Community College Humanities Association, c/o Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130 ($7.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Academic Freedom; Censorship; *College Curriculum; *Community Colleges; Curriculum Development; Curriculum Enrichment; General Education; *Humanities; *Humanities Instruction; Literature; Philosophy; Second Language Instruction; Two Year Colleges

Designed as a forum for the exchange of ideas on significant issues in the humanities, this journal presents articles written by two-year-college-instructors in the humanistic disciplines. The 1988 annual issue includes the following: (1) "Internationalizing the College Curriculum: Incorporating a Spanish American Perspective in the Teaching of English and Spanish," by Carmen Maldonado Decker; (2) "Old Premises and Old Promises: Contemporary Critical Theory and Teaching at the Two-Year College," by Norman P. Will; (3) "Mimesis, Metaphor, and Morality: A Commentary on the Gardner-Gass Debate," by Diane S. Ganz; (4) "On the Road: Literary Traveling as an Addition to the Community College Humanities Curriculum," by Jeffrey M. Laing; (5) "Modern China: An Oxymoron," by Elnora Rigik, Eugene Slaski, and Margaret D. Williams; (6) "Learning to Be Human: Confucian Resources for Rethinking General Education," by Fran Conroy; (7) "Philosophy Comes Down to Earth: Critical Thinking and California's Community Colleges," by Joel Rudinow; (8) "Critical Thinking in the Guise of Philosophy: A Threat to the Humanities," a reply to Rudinow by Philip A. Pecorino; (9) "Painful, Necessary Reminders," a review of Cohen and Brawer's "The Collegiate Function of Community Colleges," by Melissa Sue Kort; (10) "Academic Freedom in a Community College: A Textbook Case of Censorship," by Jim Perry; (11) "The Community College Scholar/Teacher Revisited," by Myrna Goldenberg and F. David Kievitt; and (12) "Sigismondo Malatesta and His Tempio," by Nancy Womack. (AAC)

ED 304 187 JC 890 109

Mercade, Jose A.
A Guide to the Baja California Field Studies Program.
Glendale Community Coll., CA.
PUB DATE- Dec 88
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Field Studies; International Programs; Naturalistic Observation; *Program Administration; Program Content; Program Descriptions; Program Guides; *School Policy; Two Year Colleges

Since 1974, Glendale Community College (GCC) has offered a variety of biology, social science, and language classes at a field station located on the Baja California peninsula, Republic of Mexico. This guide to GCC's Baja California Field Studies Program (BCFSP) provides manuals, forms, job descriptions, contracts with participating organizations, and informational materials for students and other interested groups. The major components of the guide are: (1) the BCFSP policy manual, which covers the relationship of BCFSP courses to the college curriculum, fees, equipment, use of the field station, publicity, and aspects of program administration; (2) emergency procedures; (3) criteria for assigning field station use, giving biology courses first priority, and a contract for leasing the field station; (4) regulations regarding boat use, including a waiver of liability; (5) a student evaluation form; (6) job descriptions for the BCFSP coordinator and station manager; (7) instructions for BCFSP course registration and information on financial aid; (8) a description of the field station and requirements/suggestions regarding its use; (9) regulations for the use of station vehicles, the electrical system and library at the field station; (10) information and forms for student participants and users of the station; (11) roundtable presentations by six GCC faculty members who have offered courses or institutes through the BCFSP; (12) information on radio communication in Baja California; and (13) a copy of the "BCFSP Newsletter." (AAC)

ED 304 188 JC 890 110

Tichenor, Richard

Fall 1987 Nonreturning Student Survey Findings.

Saint Louis Community Coll., MO. Office of Institutional Research and Planning.
PUB DATE- 2 Nov 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; Community Colleges; Dropout Attitudes; Dropout Research; *Dropouts; *Enrollment Influences; Participant Satisfaction; School Holding Power; *Stopouts; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Withdrawal (Education)

In spring 1988, a survey was conducted of students who attended St. Louis Community College (SLCC) in fall 1987, did not graduate, and did not return for the spring semester. A questionnaire was mailed to 20% (N=2,270) of the fall 1987 non-returning students, requesting information on educational goals, attainment of or progress toward these goals, attendance history, educational plans, reasons for not re-enrolling, and personal characteristics. Study findings, based on responses from 439 former students, included the following: (1) 27% of the respondents indicated that they had accomplished their educational goal (i.e., were goal achievers), 63% planned to attend SLCC at a future date (i.e., were stop-outs), and 10% had not attained their goal and had no plans to return to SLCC (i.e., were dropouts); (2) 49% of the goal achievers indicated that their goal had been to prepare for transfer, 38% were attending for personal interest, and 37% were attending to improve their job skills; (3) 46% of the stop-outs and 29% of the dropouts cited "other demands on time too great to take courses" as one of their major reasons for interrupting or terminating their studies; and (4) 88% of the respondents rated SLCC "good" or "excellent" as a school for students with educational goals similar to their own. Appendixes present the survey instrument and background information on student outcomes and retention. (AJL)

ED 304 189 JC 890 111

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges, 1987-88.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 104p.; For a previous report in this series, see ED 291 447.
AVAILABLE FROM- National Association of College and University Business Officers, One DuPont Circle, Suite 500, Washington, DC 20036-1178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; Expenditures; *Financial Support; Instructional Student Costs; National Surveys; School Personnel; School Statistics; Teacher Student Ratio; Tuition; *Two Year Colleges

Comparative financial information, derived from two national surveys of 559 public community and junior colleges, is presented in this report for fiscal year 1987-88. Chapter I provides guidance on the use of the report to compare institutional statistics with national and peer group norms and points out the limitations of the data. Chapter 2 summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 3 and 4 present data on the medians and quartiles for the full sample of 559 colleges, offering information on expenditures by major and detailed categories, computer-related expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. These chapters also include worksheets to facilitate comparative analyses. Chapter 5 contains medians and quartiles for college peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that 50% of the institutions surveyed: (1) spent more than 61% of their operating budgets on instruction, research, public service, and academic support; (2) spent more than 37% of their operating budgets on student services, institutional support, and plant operation and maintenance; (3) received more than 68% of their revenues from state and local appropriations; and (4) spent more than 57% of total current fund expenditures on current fund salaries and wages. Appendixes include a description of the research method, sample surveys, definitions of terms, and a list of participating colleges and peer groups. (AJL)

ED 304 190 JC 890 113

Hagan, G. W.

Good Teaching Is Common Sense: A Background Paper for Session 2A406E, ACCC Conference '88, "The Human Dimension."

PUB DATE- May 88
NOTE- 12p.; Paper presented at the Association of Canadian Community Colleges Conference, "The Human Dimension," (St. John, New Brunswick, Canada, May 30-June 1 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; Instructional Development; Instructional Improvement; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Methods; Teaching Skills; Two Year Colleges

One common sense approach to college teaching might simply be to implement those practices that are proven reliable and frequently review the methods that seem to result in learning and those that do not. Guidelines based on some instructional approaches that have worked at Mohawk College in Ontario, Canada include the following: (1) assume that students are motivated and will have a real interest in some aspects of the topic; (2) ensure that each teaching session has a definite structure incorporating a logical sequence of tasks or objectives; (3) permit students to use the instructor's lecture notes, reference books, and other resource materials; (4) make certain that the instructor is available to students outside of class; (5) resist the tendency to rely on handouts, as the act of taking notes helps students retain information; (6) provide a fairly rigid structure for small group work; and (7) review the accomplishments of the previous teaching session at the beginning of the present one. Informal student feedback will provide a gauge to measure the effectiveness of the instructor and these instructional strategies. (AJL)

Singer, Elizabeth; And Others
Competency-Based Adult Basic Education Manual for Level I (0-4.9) and Level II (5-8). A Training Manual for CBABE Instruction and Program Management.
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Aug 88
NOTE- 200p.
AVAILABLE FROM- Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; Adult Programs; Adult Students; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Curriculum Design; Program Effectiveness; Teaching Guides

This training manual was developed as a source of information about Competency-Based Adult Basic Education (CBABE) for administrators, counselors, and teachers involved in the implementation of a CBABE program. After section I provides an introduction to Brevard Community College's development of CBABE curricula, section II explains the purposes and use of the manual. Section III discusses aspects of Adult Basic Education (ABE), including the characteristics of ABE learners and undereducated adults in general; the leadership roles played by the program director, school-based administrator, ABE coordinator, counselor, and CBABE instructor/facilitator within a CBABE program; and special statewide programs to promote adult literacy in Florida. Section IV explains the differences between competency-based adult education and CBABE and offers a rationale for and critique of competency-based adult programs. Section V focuses on the CBABE curriculum, including information on the organization and adaptation of instructional materials developed by Brevard Community College as part of the CBABE project. Classroom management, discussed in section VI includes material on: (1) diagnostic and prescriptive learning, including performance standards, diagnosis, prescription, instruction, evaluation, documentation, and remediation; (2) record keeping; (3) the use and adaptation of learning guides; (4) allowances for variety in students' perceptual learning styles; and (5) special hints for the instructor/facilitator. A variety of forms, charts, self-assessment instruments, a sample student learning guide, an information sheet, and an essay on ABE reading instruction are appended to this section. Section VII considers such aspects of the CBABE as outreach, parenting instruction, and the effective use of volunteers. Staff development and management considerations are discussed in section VIII. The final section provides state standards for adult education courses, a list of acronyms, a glossary, and a CBABE pretest and posttest. (AAC)

ED 304 192 JC 890 116

Redovich, Dennis W.
State of Wisconsin VTAE Operational Planning Data.
Wisconsin Vocational, Technical and Adult Education Administrators' Association.

PUB DATE- Mar 89
NOTE- 107p.; Prepared by the State Research, Planning, and Development Committee for the Wisconsin VTAE Administrators' Association.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; College Graduates; Community Colleges; *Educational Finance; *Enrollment Trends; Expenditures; Majors (Students); *Resource Allocation; School Personnel; State Surveys; Student Financial Aid; Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Wisconsin

Tables, graphs, and charts are provided in this report on trends in operational planning data in the Wisconsin Vocational, Technical, and Adult Education (VTAE) system for the period from 1979-80 to 1987-88. Four operational data sets are analyzed: full-time equivalent (FTE) and headcount enrollments and cost per FTE; VTAE graduates; operational faculty and staff compensation; and district finances. Data are presented for the state as a whole and for each district. In addition, concerns and misapprehensions are addressed with respect to labor market information and projections, high technology, enrollment management, and fiscal planning. Highlighted findings include the following: (1) state VTAE FTE enrollment peaked in 1982-83 at 64,303 students, followed by declines ranging from 1% to 6.5% in most subsequent years; (2) though four of the 16 VTAE districts showed enrollment increases between 1986-87 and 1987-88, the system experienced an overall decrease of 2.5% from 58,091 to 56,622 students; (3) in 13 districts, the majority of students were women; (4) one college enrolled 55% of the system's minority students; (5) the percentage of associate degree enrollments increased from 46% in 1979-80 to 54% in 1987-88; (6) direct instructional costs for the Technical Division increased 144% between 1979-80 and 1987-88, compared to 113% for all other divisions; and (7) statewide, Nursing Assistant, Accounting, and Nursing programs had the largest number of graduates in 1987-88. (AAC)

ED 304 193 JC 890 117

Dean, Ruth B.

Reading and Writing about Literature: Questions and Confidence.

PUB DATE- 15 Oct 88
NOTE- 19p.; Paper presented at the Community Colleges of Chicago National Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Literature; Literature Appreciation; Reader Response; *Reader Text Relationship; Reading Comprehension; *Reading Skills; *Reading Strategies; Teaching Methods; Two Year Colleges

According to Wolfgang Iser's "The Act of Reading: A Theory of Aesthetic Response," the meaning of a literary text is created by each individual reader in response to gaps, or indeterminacies, in the text. With the application of this theory to the two-year college classroom, teachers can show inexperienced readers how to discover the meaning of literature for themselves, instead of passively receiving the teachers' interpretations. The method is particularly useful for students who lack confidence or have difficulty with academic language. The gaps in meaning in a text do not represent a failure of students' understanding or perceptive powers, on the contrary, the gaps become opportunities for students to discover their own creative imagination. Following the steps of this process, the teacher: (1) has each student write out one question about an assigned text; (2) writes out all questions on the black board, with the more global questions first (e.g., What is happening?) and the questions that sum up the text last (e.g., What was the author trying to say?); (3) leads a discussion about the questions without providing answers, so that students see that the questions define the indeterminacies in the text; (4) repeats the process for other texts, showing that while no questions are wrong, some are more useful than others in discovering the meaning of a text; (5) has students create a "gap" question about a text and write an experimental paragraph proposing answers to the question that bridge the gap; (6) has students share their questions and answers in small group discussions; and (7) using the same process, assigns a final formal essay based on a text chosen by each student. The initial bewilderment students feel in the beginning of the process turns into a genuine encounter with meaning. Samples of students' gap questions are provided. (AJL)

ED 304 194 JC 890 118

Schoening, Don; Keane, Carole
Student Success through Leadership.
PUB DATE- Feb 89
NOTE- 19p.; Paper presented at the Student Success Strategies Conference (Portland, OR, February 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Extracurricular Activities; *Leadership Training; *Student Development; *Student Government; *Student Leadership; Student Participation; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Wenatchee Valley College WA

Wenatchee Valley College's (WVC's) student leadership development program has been successful in identifying and developing people to perform leadership roles within the campus community. Rather than waiting for student leaders to emerge on their own, the program actively recruits high caliber people into WVC's student activity program. At campus recruitment functions and orientations, trained student leaders present information to high school juniors and seniors and entering WVC students on the leadership curriculum and the goals and objectives of the college. These student leaders are also involved in presenting a three-county workshop for junior high school leaders. The leadership development program includes the following components: (1) a retreat program for students and faculty that focuses on leadership skills and the development of close interpersonal relationships; (2) a credit-course in student government/applied leadership, which explores basic theoretical concepts and practical techniques; (3) inclusion of student leadership in the administrative structure of the college, with students taking responsibility for the research and study necessary to make informed contributions to administrative committees; and (4) campus clubs and organizations. WVC's student services team and staff members involved in student activities work with instructional faculty to provide students with these creative leadership activities. (AAC)

DOCUMENT RESUME

ED 304 195 JC 890 119

Raufman, Lisa; Colby, Anita
The Instructional Role of the Two-Year College Learning Resources
Center. ERIC Digest, November 1988.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
REPORT NO.- EDO-JC-88-06
PUB DATE- Nov 88
NOTE- 6p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; Community Colleges; Computer
Assisted Instruction; Computer Literacy; Developmental Studies
Programs; Educational Media; *Learning Laboratories; *Learning
Resources Centers; *Library Skills; *Remedial Instruction; Two Year
Colleges; Users (Information)

This Digest reviews ERIC documents and journal articles on the roles currently being played by two-year college learning resources centers (LRCs) in instruction and instructional development. After acknowledging that community college students have different needs for bibliographic instruction than their counterparts at four-year institutions, the paper highlights a self-paced instructional library skills program at Miami-Dade Community College and a one-hour library skills unit incorporated into remedial courses at Kingsborough Community College in New York. The next section provides brief descriptions of LRC-based developmental education, computer literacy, and computer-assisted instruction programs including LRC involvement in telecourses. In the next section, selected programs are featured, illustrating the various functions performed by LRC's in instructional improvement and development. Concluding comments note the range of programs and services within the two-year college LRC's mandate and point to factors that influence their ability to fulfill their mission. (AAC)

Cohen, Arthur M.
General Education and the Community College. ERIC Digest, December 1988.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-07
PUB DATE- Dec 88
NOTE- 6p.
CONTRACT- RI-880-62002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Curriculum; College Role; Community Colleges; *Core Curriculum; Curriculum Problems; *Educational Objectives; *General Education; Two Year Colleges

General education is the process of developing a framework on which to place knowledge stemming from a variety of sources. Its goals are to help students think critically, develop values, understand traditions, respect diverse cultures and opinions, and, most importantly, put that knowledge to use. Even though its goals parallel socially supported values, general education has met with opposition within the academic community. Examples of the problems encountered by general education include the following: (1) it is difficult to measure whether a general education program has fulfilled its goals, since changes in students' actions beyond the institution do not lend themselves to assessment by easily administered and scored examinations; (2) the organizational structure of community colleges, based on the university pattern of academic departments, is antithetical to general education; and (3) universities have not been supportive in granting transfer credit for general education courses. In addition, some educators openly oppose general education requirements, arguing that students with specific and limited educational goals do not have the time for such courses. However, the community college's mission and the characteristics of its students both support arguments favoring general education for all students. To provide common learning, most institutions have developed some type of course distribution list with offerings arrayed under the major headings of science, social science, humanities, and communication. A less widespread approach involves an attenuated list of interdisciplinary courses that fulfill general education requirements. Despite barriers on one hand and the innovative contributions of certain colleges on the other, the prognosis for general education is no better or worse than it has been at any other time in the history of the community college. (AJL)

ED 304 197 JC 890 121

Curry, Jennifer
Institutional Distinctiveness: The Next Item on the Community College Agenda. ERIC Digest, December 1988.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-08
PUB DATE- Dec 88
NOTE- 6p.
CONTRACT- RI-880-62002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Colleges; *Institutional Characteristics; *Public Opinion; *Reputation; *School Community Relationship; *Self Evaluation (Groups); Two Year Colleges

In this day of increased competition for students, educators need to know what makes their institution exceptional or how it is perceived as providing something of value that other institutions in the local area do not. Without this information, community colleges will find it difficult to thrive and adapt in the future. Efforts to determine the existence, nature, and strength of an institution's unique aspects must consider both empirical and perceptual dimensions of distinction. The college needs to identify its unique programs, services, and characteristics, and also compare the image that the college projects to the outside world with the perceptions held by internal constituents. The search for institutional distinctiveness can be accomplished by either a college committee or a consultant, with both approaches offering advantages and disadvantages. When integrated with strategic planning and decision-making processes, the results of such a search can contribute to the creation of a vision of the institution that can be shared by all members of the college community, to the development and communication of a positive institutional image, and eventually, to the development of institutional integrity. (AJL)

ED 304 198 JC 890 122

Puyear, Donald E.
Student Retention in the VCCS, Academic Years 1985-86 through 1987-88.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Jan 89
NOTE- 27p.; For a related report, see JC 890 123.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Associate Degrees; Community Colleges; Dropout Rate; Dropouts; Enrollment Trends; Full Time Students; Part Time Students; *School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Virginia

A study was conducted in the Virginia Community College System (VCCS) to identify changes in student retention rates since a marketing and retention initiative was undertaken in 1985. The study also sought to determine factors that may have affected retention and colleges that showed exceptionally high, low, or improved retention rates. The enrollment files of the VCCS colleges were examined to identify each individual enrolled in fall quarters between 1985 and 1987, to determine full-/part-time enrollment status for each student, and to tabulate the number of productive grades earned. Enrollment files for the following winter and spring quarters were checked to determine whether the student was still present. Study findings included the following: (1) in 1987-88, 73% of the full-time students enrolled in the fall quarter were still enrolled in the spring quarter; (2) during this year, retention was higher for students enrolled in a degree-granting program (75%), than for those who were not (65%); (3) for the VCCS as a whole, full-time student retention remained nearly constant between 1985-86 and 1987-88, increasing slightly from 72% to 73%; (4) overall, part-time student retention remained fairly constant at 37%; (5) the three-year average retention rate of full-time degree students was 76%, with occupational degree students having a higher retention rate (77%) than university-parallel students (74%); and (6) factors affecting the retention rates of full-time degree students included smaller college size and higher grades, though these factors did not seem to have an effect on part-time non-curricular students' retention. Numerous charts and graphs are provided. (AAC)

ED 304 199 JC 890 123

Puyear, Donald E.

Retention of Part-Time Degree Students in the Virginia Community College System, 1985-86 through 1987-88.

Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Feb 89
NOTE- 16p.; For a related report, see JC 890 122.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Associate Degrees; Community Colleges; Dropout Rate; Dropouts; Enrollment Trends; Full Time Students; *Part Time Students; *School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Virginia

A study was conducted in the Virginia Community College System (VCCS) to determine the retention rates and academic achievement of part-time, degree-seeking students. The enrollment files of the VCCS colleges were examined to identify each individual enrolled in the fall quarters between 1985 and 1987, to determine full-/part-time enrollment status for each student, and to tabulate the number of productive and non-productive grades earned. Enrollment files for the following spring quarters were checked to determine whether the student was still enrolled. Study findings included the following: (1) the three-year average retention rate for part-time, degree-seeking students at the 23 community colleges in the VCCS was 48%, compared to a systemwide average of 78% for full-time students and 28% for part-time, non-degree-seeking students; (2) between 1985-86 and 1987-88, eight colleges showed a decrease in the retention rate of part-time, degree-seeking students, while 15 colleges and the system as a whole showed improved retention rates; (3) larger colleges in the system tended to have lower retention rates than smaller colleges; (4) the percentage of productive grades did not correlate with the retention rates of part-time degree students; and (5) colleges that had high retention and high rates of productive grades among full-time students also tended to have high retention and high rates of productive grades among part-time, degree-seeking students. Appendixes provides graphs and tables. (AAC)

ED 304 200 JC 890 125

Gosak, Alice
Here Today, Here Tomorrow: A Longitudinal Study of 1,000 Students Entering San Jose City College's ESL Program.
San Jose City Coll., Calif.
PUB DATE- Apr 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Associate Degrees; Community Colleges; *English (Second Language); *Enrollment Trends; Ethnic Groups; Followup Studies; Foreign Students; *Limited English Speaking; School Surveys; Second Language Programs; *Student Characteristics; *Two Year College Students; Vietnamese People
In 1988, a longitudinal study was conducted of 1,000 students entering San Jose City College's (SJCC) English as a Second Language (ESL) Program between fall 1982 and spring 1987. Data for the study were collected from randomly selected student information profiles completed by students during ESL placement testing and from student academic records at SJCC and selected transfer institutions. The study sought to determine trends in students' age, gender, national/ethnic origin, linguistic background, place of residence within the district, length of residence in the United States, previous educational background, attendance at U.S. high schools, educational objectives at SJCC, number of semesters at SJCC, associate degree recipients, and transfer rates. Study findings included the following: (1) in fall 1981, 86% of the ESL students at SJCC were Vietnamese, with the remainder coming from 10 other countries; (2) 79% had been living in the United States for 2 years or less, 53% lived in downtown San Jose, and 84% were between 18 and 39 years old; (3) 65% spoke Vietnamese and 21% spoke Chinese; (4) 90% were refugees and 21% had had more than 12 years of education in their home countries; (5) by fall 1987, only 35% of the ESL students were Vietnamese, with the remaining students coming from 76 different countries; (6) 63% had lived in the United States 3 years or longer, and only 17% lived downtown; and (7) 24% of the entire group of 1,000 students were still continuing their studies at SJCC in fall 1987, 1.66% had earned associate degrees, and 4% had transferred to four-year institutions. A history of the ESL program at SJCC and recommendations for its improvement are included in the report. (AAC)

ED 304 201 JC 890 128

Parsons, Michael H., Ed.; Powell, Allan R., Ed.
Ethics and the Professions: An Assessment of the Eighties.
Hagerstown Junior Coll., Md.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bioethics; Business; Clergy; *Codes of Ethics; Counseling; Education; *Ethics; Human Services; Journalism; Lawyers; Nursing; *Professional Occupations; Public Administration; Two Year Colleges

The presentations included in this collection were made in 1988 at the second Hagerstown Junior College seminar on ethics. The seminar was conducted to raise the level of awareness of breaches of ethics in the professions and to encourage improvements in ethical practice. Seminar participants included college personnel, business personnel, and professionals from the Hagerstown service area. In addition to introductory comments on the feasibility of teaching ethics by Tom L. Beauchamp, the collection includes statements on ethics in the "Clergy," by William Blackwell; "Nursing," by Kathy Haupt; "Law," by Michael J. Schaefer; "Journalism," by Sean McNaughton; "Public Administration," by Steve Zabetakis; "Human Services," by Nan Ottenritter; "Education," by Wayne Gersen; "Counseling/Medicine," by Elaine Diggs; and "Business," by Robert Murdock. An appendix includes a list of participants by professional group. (AJL)

ED 304 202 JC 890 129

Young, Raymond J.
Summer Sessions in Public Two-Year Colleges.
Washington State Univ., Pullman. Dept. of Educational Administration and Supervision.

PUB DATE- Mar 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; Adult Programs; Budgets; *Community Colleges; Educational Finance; *Educational Objectives; Enrollment Trends; *Institutional Characteristics; National Surveys; *Program Administration; Special Programs; *Summer Schools; *Technical Institutes; Two Year Colleges

In 1988-89, a study was conducted to determine the relationship between selected characteristics of summer sessions in public two-year colleges and such institutional characteristics as size, location, type (i.e., community college or technical institute), and administrative structure for summer terms. The study focused on the philosophical moorings, purposes, operational features, and planning of the summer programs, as well as the characteristics of summer program administrators, including their perceptions of recent changes in students, programs, and their own responsibilities. Questionnaires were mailed to the summer session directors at 83 technical colleges and 671 public two-year colleges with total credit enrollments over 1,499 students. Study findings, based on a 95.2% response rate, included the following: (1) at 89% of the colleges, the same official responsible for regular academic terms was responsible for summer sessions as well; (2) community colleges tended to enroll more students from other colleges during the summer than technical institutes; (3) the most important purpose cited for summer sessions was to provide credit courses for the institutions' regular degree or certificate students, with other commonly cited purposes being to attract new students, to permit students to make up academic deficiencies, and to more fully utilize facilities; and (4) a majority of the colleges reported increases in credit hours generated and offered, number of courses offered, student headcount, class size, and number of credit hours taken by students in summer sessions since 1985. (AAC)

PS

ED 304 203   PS 017 613

Child Health Programs and Proposals. Hearing before the Subcomittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-566

PUB DATE- 2 Oct 88

NOTE- 141p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-03952-0, $4.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Children; Federal Government; *Federal Legislation; *Federal Programs; Futures (of Society); Government Role; *Health Services; *Program Improvement; *Public Policy

IDENTIFIERS- *Child Health

A hearing investigated children's health programs and related policies which might provide a healthy future for America's youth. Of particular interest were the coverage and scope of services under existing programs, and deficiencies in child health programs that may be remedied. Areas of concern included initiatives to improve infant mortality and provide catastrophic protection for children with extraordinary medical expenses. The Senate Subcommittee was particularly interested in hearing testimony on short-term initiatives that may be included in budget reconciliation legislation, and long-term goals and initiatives. In addition to testimony, the report includes Senator Durenberger's Medicaid Amendments for Chronically Ill Children S. 1740; a background paper on Medicaid and the Maternal and Child Health Services Block Grant; a paper on the topic of improving access to health care and assuring catastrophic protection for children; and prepared statements presenting the views of the Children's Defense Fund, National Perinatal Association, several associations for persons with disabilities and chronic diseases, American College of Obstetricians and Gynecologists, National Association of Children's Hospitals and Related Institutions, Association of Maternal and Child Health Programs, National Association of Counties, and American Psychiatric Association. (RH)

ED 304 204 PS 017 746

Children and Families: Key Trends in the 1980s. A Staff Report of the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 89
NOTE- 46p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06528-1, $1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; *Day Care; Early Childhood Education; *Economic Factors; Elementary Secondary Education; *Family (Sociological Unit); Health; *Housing; *Poverty; Social Services; *Sociocultural Patterns

Findings of this staff report provide a picture of the conditions in which American children and families are living in the 1980s and offer a basis for projecting families' needs in the future. While the findings are not definitive, they reflect consistent themes which have emerged from both the personal testimony presented by parents and children in Select Committee hearings, and the evidence presented by prominent scholars and practitioners. Highlighted are trends in economic security, poverty, child care, housing, education, health, and child welfare. These trends suggest disturbing realities for many of America's children and families. During the 1980s, millions of American families have fallen behind. The number of children in poverty continues to grow, with children replacing older persons as America's poorest age group. The number of non-elderly persons without health insurance, one-third of whom are children, has increased dramatically over the past decade. Many families, especially young ones, are finding it increasingly difficult to house and educate their children, pay for child care, save for the future, and care for dependent parents. Full-time employment, even of both parents, often is not enough to keep families out of poverty. (RH)

ED 304 205 PS 017 755

Boocock, Sarane Spence
Changing Definitions of Childhood: Crosscultural Comparisons.
Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.
SPONS. AGENCY- Social Science Research Council, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 31 Dec 87
NOTE- 46p.; Paper presented at the Milton and Eleanor Fromer Lecture on Early Childhood Education (3rd, Jerusalem, Israel, December 31, 1987). For 1st lecture, see PS 017 756.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; Cross Cultural Studies; Cultural Background; *Cultural Differences; *Cultural Influences; *Day Care; Early Childhood Education; Parent Attitudes; Parent Role; Preschool Education; *Social Structure; Student Behavior
IDENTIFIERS- *Japan; Research Results; *United States

This discussion compares Japan and the United States in terms of: (1) perceptions of children and childhood; (2) parents and parenting; (3) the preschool system; and (4) the social structure of child care settings. It is asserted that the most profound difference between Japanese and American perceptions of children may be that in Japan the child's nature is viewed as not only different from but also superior to that of the adult. Research indicates that Japanese teachers' treatment of children assumes that children are basically good, and that children's misbehavior is due to inadequate environments or insufficient effort and can be corrected by careful training. Differences in parenting in the two countries are described in terms of parental availability, modes of parenting, use of physical punishment, dependency training, and control versus permissiveness. Japan has one of the world's highest rates of preschool enrollment. Variations within the Japanese preschool system have important implications for the care and socialization of enrolled children. Concluding remarks concern aspects of the American child care system which place great numbers of children at risk, and ways in which the Japanese do things differently and, it is claimed, better. Approximately 130 references are cited. (RH)

ED 304 206 PS 017 756

Solnit, Al J.

Children's Rights and Needs in the Light of New Research.

Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.
PUB DATE- 6 Mar 86
NOTE- 31p.; Paper presented at the Milton and Eleanor Fromer Lecture on Early Childhood Education (1st, March 6, 1986). Early Childhood Education (1st, Jerusalem, Israel, March 6, 1986). For 3rd lecture, see PS 017 755.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Childhood Needs; *Childrens Rights; Day Care; Early Childhood Education; Employed Parents; Foreign Countries; *Individual Development; *Infants; *Low Income Groups; One Parent Family; Social Change
IDENTIFIERS- *Infant Day Care; Israel; Research Results

This presentation explores the needs of young children in terms of new knowledge that illuminates the principles by which children's needs and rights can be gauged and described. These principles remain relatively unchanging at various developmental periods and in differing social-historical-cultural and ethnic contexts. After a brief introduction, discussion focuses on the development, needs and rights of children of low-income, single, working parents who require substitute care and day care for their infants. Discussion explores implications of the historical change in the status of children, from being viewed as possessions of their parents to being viewed as members of a socially "cherished" group. Concluding remarks identify hazards facing child experts and researchers who are acting as advocates for the best interests of children. Approximately 30 references are cited. (RH)

ED 304 207 PS 017 787

Hale-Benson, Janice
The Transmission of Faith to Young Black Children.
PUB DATE- Dec 87
NOTE- 36p.; Paper presented at the Conference on Faith Development in Early Childhood (Henderson, NC, December 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Black Culture; Black History; Blacks; *Black Youth; *Cultural Background; *Racial Factors; *Religious Factors
IDENTIFIERS- *Religious Experiences

In the study of faith in young black children, understanding must flow from an analysis of the development of faith in Afro-American culture. To understand faith in Afro-American culture, the roots of Afro-American culture in general, and religious aspects of that culture in particular, must be analyzed. Such an analysis must begin with consideration of Afro-Americans' African heritage. In keeping with these principles, this paper discusses: (1) the African heritage; (2) features of the slave religion; (3) black faith and suffering; (4) transmission of faith through the oral tradition; (5) the role of proverb tradition in the socialization of Afro-American children; and (6) faith as taught by the hero and heroine in black children's folktales and literature. Concluding remarks emphasize that the importance of faith in aiding survival is a key factor in the Afro-American notion of faith. (RH)

ED 304 208 PS 017 796

Lee, Marjorie W.; And Others
"What You Give Is What You Get."
SPONS. AGENCY- Howard Univ., Washington, D.C.
PUB DATE- 12 Nov 88
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Classification; *Competency Based Teacher Education; Content Validity; Early Childhood Education; *Intimacy; Questionnaires; Reliability; Teacher Evaluation; *Teacher Student Relationship; *Test Construction
IDENTIFIERS- Child Development Associate; *Social Capital

In its three parts, this presentation: (1) describes five aspects of James Coleman's concept of "social capital"; (2) describes how the concept of social capital was used to develop a questionnaire for assessing teachers' investment of emotional self (personality, warmth, enthusiasm, etc.) in caregiving; and (3) provides related information about aspects of a research project based on the conceptualization and use of the questionnaire. Defined are five components of teachers' social capital: attention, personal interest, intensity of involvement, intimacy or closeness, and persistence or continuity over time. These characteristics are seen as lying at the core of successful developmental education programs for young children. The questionnaire was designed to answer the questions: (1) To what extent do early childhood teachers report investment of social capital with each student? (2) Are self-reported information and observational data consistent for 20 percent of the subjects? Each component of social capital was delineated in terms of Child Development Associate (CDA) functional areas. The quesionnaire was field-tested in two metropolitan areas. The concluding portion of the presentation includes a brief overview of the literature on social capital; discusses results of efforts to establish the instrument's reliability and validity; and depicts expected outcomes of the project. (RH)

DOCUMENT RESUME

ED 304 209 PS 017 802

Miles, Sue L.
The Magic of Rapport: A Partnership between Children and Teachers.
Waubonsee Community Coll., Sugar Grove, Ill.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 24-25, 1989) and at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational Practices; Guidelines; *Learning Centers (Classroom); Play; *Rapport; *Teacher Responsibility; *Teacher Student Relationship

Provided are 16 questions and answers about the development of rapport between young children and their caregivers. A self-assessment review for caregivers who are trying to develop rapport is offered. Also included is a brief outline of an interest center approach to play that specifies materials, ideas, and activities in the areas of social science, language development, science, mathematics, music, art, and sensory motor experiences. A summary of 25 steps that are important in creating rapport is provided. (RH)

ED 304 210 PS 017 807

Lohmann, Rex T.
A Re-Vision of Montessori: Connections with Dewey, Piaget, and Vygotsky.

PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Developmental Stages; Early Childhood Education; Educational History; Educational Theories; *Individual Development; *Language Acquisition; *Montessori Method; Piagetian Theory; *Social Influences; Teacher Role
IDENTIFIERS- *Developmental Theory; Dewey (John); Montessori (Maria); Piaget (Jean); Vygotsky (Lev S)

This study indicates several areas in which the contributions of Piaget, Dewey, and Vygotsky appear to substantiate Montessori theory and practice. Historical information concerning the emergence and accessibility of developmental and educational theory is also provided. The work identifies similarities and differences in the theorists' views of the ways in which children learn, ways in which the learning process includes the social environment, and ways in which human beings perceive the world and learn from it. Topics addressed include characteristics of developmental stages, the nature of language acquisition, the construction of the self, the influence of social interaction and experiences with language on cognitive development, and the development of internal thought and consciousness. It is asserted that the Montessori method provides the means for the kind of social and individual growth that enables children to become "the heroes of their own lives," and leads to confident and responsible participation in a democratic culture. Concluding remarks focus on the importance of the concept of the "zone of proximal development" as a sign to teachers of a limit to their knowledge of children, and an admonition to teachers to be more observant and less directing concerning learning activities of the child. (RH)

ED 304 211 PS 017 809

Wilson, Kay E.
Development of Conflicts and Conflict Resolution among Preschool Children.
PUB DATE- May 88
NOTE- 68p.; Master's Thesis, Pacific Oaks College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Classroom Observation Techniques; *Conflict; *Conflict Resolution; Incidence; Naturalistic Observation; Play; *Preschool Children; Preschool Education; *Sex Differences
IDENTIFIERS- Dyadic Interaction Analysis; *Interpersonal Negotiation Strategies

This study was intended to examine: (1) the kinds of conflict preschool children between 2 and 5 years of age become involved in; (2) the methods children use in dealing with such conflicts; (3) the outcomes of the conflicts; and (4) differences in behavior according to age and gender of children. Recorded were random samples of conflict situations as they naturally occurred in the course of observed play periods over the course of 4 months. A total of 20 conflict situations were observed at each age, producing a total of 80 instances. Participants in the conflict events numbered 179; some children were involved in more than one conflict. Instances were coded as possession conflicts, territory or space conflicts, course of play conflicts, or social intrusion or annoyance conflicts. Responses were coded as physical nonconciliatory, verbal nonconciliatory, conciliatory, or intervention. End of conflict was coded as win/win, win/lose, or lose/lose. The numerous findings discussed concern the topics mentioned above, as well as gender and dyadic encounters, agonists, and number of movements used. (RH)

ED 304 212 PS 017 810

Hitz, Randy; Driscoll, Amy
State Prekindergarten Program. Progress Report, Winter 1989.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Demography; *Expectation; *Individual Development; Interviews; *Parent Education; Parent Participation; Preschool Children; *Preschool Education; Program Evaluation; State Programs
IDENTIFIERS- *Oregon; *Program Characteristics; Project Head Start

Progress of Oregon's State Prekindergarten Program (SPP) during its first 3 months of program operation is reported. Serving mostly low-income, 3- and 4-year-old children, the SPP offers health, nutrition, education, and social services to children and their families. Parent involvement and education are important program components. This progress report provides demographic data collected in October, 1988 that afford a first look at the characteristics of the children, families, and staff involved in the 11 SPPs funded for the 1988-89 academic year. Also reported are findings of an assessment of the development of 67 SPP children from three sites, and interviews that focused on staff's and local educational leaders' expectations for and perceptions of the program. The SPP children scored nearly one-half standard deviation below the mean in all five developmental domains of the McCarthy Scales for Children. No difference was found in the scores of boys and girls. Differences were found between sites. Interview data indicated considerable optimism for the programs and overwhelmingly indicated expectations that programs would enrich children's lives and prepare children for school. It was also expected that parents would receive much-needed assistance. The report consists primarily of 20 tables, 9 charts, and accompanying text. (RH)

ED 304 213 PS 017 811

Dufresne, Annette; And Others

Allocating Study Time Appropriately: Spontaneous and Instructed Performance.

PUB DATE- Aug 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Difficulty Level; Elementary Education; *Elementary School Students; Foreign Countries; Grade 3; Grade 5; *Paired Associate Learning; Readiness; *Recall (Psychology); *Self Evaluation (Individuals); *Time Factors (Learning); Time Management
IDENTIFIERS- *Canada; Monitoring

Two aspects of allocation of study time were examined among 48 third- and 48 fifth-grade children. Aspects examined were: (1) allocation of more time to more difficult material; and (2) allocation of sufficient time to meet a recall goal. Under a self-terminated procedure, children studied two booklets, one of which consisted of easy or highly related paired-associate items, such as dog-cat, and one of which consisted of hard or unrelated items, such as book-frog. Findings indicated that with some practice, children in both grades would spend more time on hard pairs than on easy pairs. Children had difficulty in spontaneously monitoring the progress of learning and allocating sufficient time to hard pairs. Brief instructions on how to use self-testing strategies greatly improved many children's assessment of recall readiness. (RH)

ED 304 214 PS 017 812

Rossbach, Hans-Guenther
Daily Routines of Young Children. (Draft).

PUB DATE- Apr 88
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Day Care; *Diaries; Early Childhood Education; Ecology; Foreign Countries; Mothers; Parent Attitudes; Questionnaires; *Research Methodology; *Socialization; *Young Children
IDENTIFIERS- *Conceptual Frameworks; *Daily Routines; West Germany

This pilot study of the structural characteristics of daily routines of young children also explored aspects of conceptual framework and research instruments. Four data collection instruments were developed. Two of the three retrospective measures used were questionnaires for mothers about their child's routine on the previous day. The other measure was an interview with mothers about the previous day. In addition, a diary that was carried throughout the day by each child was used by all of the children's caregivers to record each child's activities during the daily routine. The daily routine of a child was considered to be the succession of the different settings the child entered during the course of a day. Settings were described in terms of space and material, and of personal and action dimensions. Two questionnaires and a standardized parent interview were constructed for investigating family background factors, and were implemented with

three samples. Reported findings concern four questions: (1) Do the data give differing pieces of information about daily routines of young children? (2) Do different types of daily routines exist? (3) Are different types of daily routines connected with family background factors? (4) Do inexpensive retrospective and expensive diary approaches differ in data quality? (RH)

ED 304 215 PS 017 814

Safety Hazards of Toy Guns. Hearing on H.R. 3433 and H.R. 4732: Bills To Require Manufacturers of Toy Firearms to Distinctively Mark Them as "Toys," To Ban Realistic Toy Guns from Commerce, and for Other Purposes, before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 11 Aug 88
NOTE- 58p.; Serial No. 100-165.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-051-93-7, $1.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Consumer Protection; *Design Requirements; *Federal Legislation; Hearings; *Safety; *Toys
IDENTIFIERS- *Product Safety; Weapons

A hearing was held to review problems posed by realistic toy guns and consider a bill to require manufacturers of toy firearms to distinctively mark the toy firearms as toys and a bill to ban realistic toy guns from commerce. A consumer advocate compared real and toy versions of several guns to demonstrate the difficulty of distinguishing one from another. A representative of law enforcement officers described difficulties realistic toy guns present to police. The president of the Toy Manufacturers of America gave reasons for the organization's support for Senate Bill 1981, that calls for the use of blaze orange barrel plugs on toy guns to differentiate them from real weapons. An officer of the Daisy Manufacturing Company offered support for the Senate Bill. A gun collector urged that nonfiring antique replicas be excluded from the provisions of the bill. Testimony probed the question of the sufficiency of the Senate Bill's colorization requirement.

Correspondence on the issues is included in the report. (RH)

ED 304 216 PS 017 817

Ediger, Marlow

Providing for Individual Differences and Designing the Curriculum.

PUB DATE- 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; Elementary Education; *Elementary School Students; Guidelines; Holistic Approach; *Individual Differences; Social Development; *Social Studies; *Student Characteristics; *Teacher Responsibility; Teacher Student Relationship

Elementary school students differ in interest, capacity, achievement, social development, socioeconomic level, and psychomotor skills. These individual differences are discussed in reference to the process of designing the elementary social studies curriculum. Part One suggests ways in which teachers can respond to students' individual differences. Part Two lists eight criteria to be followed in the designing of activities; argues for the use of group and committee work to improve students' social development; suggests individual activities; and discusses the integrated social studies curriculum. Also discussed in this part are the process of developing the total child, readiness for learning, teacher-pupil planning, and the quality of the learning environment. (RH)

ED 304 217   PS 017 818

The Center for Successful Child Development.

Center for Successful Child Development, Chicago, IL.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.

PUB DATE- Jan 89

NOTE- 20p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Involvement; Comprehensive Programs; *Developmental Programs; *Disadvantaged Youth; *Family Programs; Infants; Low Income Groups; *Parent Participation; *Preschool Children; Preschool Education; Program Budgeting; Program Descriptions; Public Housing; *School Readiness; Staff Development

IDENTIFIERS- *Center for Successful Child Development IL

Described are characteristics of the Center for Successful Child Development (CSCD), a family-oriented early childhood intervention program serving 6 of 28 buildings of the Robert Taylor Homes (a public housing project inhabited by 20,000 people on Chicago's south side). After an introductory section providing background information, discussion focuses on major program components of the CSCD, ancillary CSCD programs, coordination and cooperation among program components, community involvement in CSCD, staff issues, and the program budget. Major components of the program include primary health care, a drop-in center providing peer and professional support and modeling to parents, the Head Start Center, family advocacy home visits, and other supportive services designed to help parents cope with the stresses of their environment. Ancillary programs discussed include Parents Too Soon, Families with a Future, Project Chance, Drug Abuse Prevention, and Infant/Toddler Day Care. (RH)

ED 304 218 PS 017 819

Goodman, Irene F.; Brady, Joanne P.
The Challenge of Coordination: Head Start's Relationship to State-Funded Preschool Initiatives.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-CA-90-CD-0554
PUB DATE- May 88
NOTE- 110p.; For a separate edition of the executive summary, see PS 017 820.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; *Competition; Coordination; *Disadvantaged; Educational Finance; *Financial Support; Government Role; Models; *Preschool Education; State Government; *State Programs
IDENTIFIERS- *Project Head Start

Data were collected from more than 180 respondents through a lengthy interview protocol in a study of the current trend toward state funding of preschool programs intended primarily for economically disadvantaged children. The study also explored the implications of the findings for Head Start planning and policy development. An executive summary is followed by eight chapters. Topics covered include: (1) background information and study rationale; (2) the manner in which the study was conducted; (3) ways in which states support preschool education; (4) the comparison of state-funded preschool programs with Head Start; (5) Head Start's collaboration in the implementation and development of state-funded preschool efforts; (6) competition between the programs and Head Start for children, staff, and space; (7) models of funding mechanisms for services to preschool children and their families; and (8) conclusions and implications for planning, coordination, funding mechanisms, dissemination of information, salaries, qualifications, facilities, and program standards. Approximately 75 references are cited. (RH)

ED 304 219 PS 017 820

Goodman, Irene F.; Brady, Joanne P.
The Challenge of Coordination: Head Start's Relationship to State-Funded Preschool Initiatives. Executive Summary.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-CA-90-CD-0554
PUB DATE- May 88
NOTE- 24p.; For complete report, see PS 017 819.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Coordination; *Disadvantaged; *Financial Support; Government Role; *Preschool Education; State Government; *State Programs

IDENTIFIERS- *Project Head Start

In the 1980s, there was a notable increase in state funding of preschool programs, particularly for economically disadvantaged children. In fiscal year 1988, a total of 28 states projected program expenditures of almost 226 million dollars. The Administration for Children, Youth, and Families funded a study to explore Head Start's relationship to state-funded preschool programs across the country and the implications of the findings for Head Start planning and policy development. Major findings of the study are organized by six research questions: (1) How are states currently supporting preschool education? (2) How do state-funded preschool programs compare with Head Start? (3) How has Head Start coordinated with state-funded preschool programs? (4) What are the barriers to coordination? (5) To what extent does Head Start receive support from state-funded programs? (6) What are the conclusions and implications of the study? This executive summary provides background information and study rationale, as well as major findings related to each of the six questions. (RH)

Gulley, Beverly; Zobairi, Nillofur
The Role of the Teacher in Children's Play.
PUB DATE- Feb 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 24-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Practices; Guidelines; Higher Education; Literature Reviews; *Play; *Teacher Education; *Teacher Role

This paper reviews literature on teachers' roles in children's play, discusses implications for teacher education, and proposes ways to help teachers better understand and perform their roles. Discussion focuses on research identifying four teacher roles: observer, organizer, participant/leader, and trainer. Research also shows that large numbers of teachers seem ill-prepared or unwilling to assume some or any of these roles, perhaps due to inadequate training. Discussion concludes with six suggestions for teacher programs working to incorporate the teacher role in children's play as a basic program component. (RH)

ED 304 221 PS 017 822

Rose, Terry L.
Corporal Punishment in American Public Schools: Five Years Later.
SPONS. AGENCY- North Carolina Univ., Charlotte.
PUB DATE- 88
NOTE- 62p.; Document contains light print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporal Punishment; Demography; *Discipline; Discipline Policy; Educational Practices; Elementary Secondary Education; Junior High Schools; National Surveys; *Public Schools; *Research Needs; School Administration
IDENTIFIERS- Research Replication

This investigation, which replicates a previous descriptive study, describes the uses of corporal punishment with students in American public schools. A school discipline survey was mailed to 371 elementary, junior high, and high school principals in 18 randomly selected states representing the nine U.S. Census regions; usable information was returned by 261 school principals for a response rate of 70.4%. Approximately twice as many elementary schools as junior high or high schools were selected. Results indicated widespread use of corporal punishment with students at every grade level in virtually all regions of the United States. Descriptions of the uses of corporal punishment across demographic and administrative/procedural variables are discussed. Comparisons of current to previous findings are made and trends noted. In addition, implications for instruction and directions for further research are discussed. Approximately 60 references are cited. Although no position regarding the appropriateness of corporal punishment is taken in this paper, it is maintained that the widespread use of corporal punishment should concern educators and researchers. The source of this concern continues to be the unsubstantiated effects of its use, rather than its use per se. There continues to be virtually no empirical evidence that either supports or refutes the use of corporal punishment with students in schools. (RH)

ED 304 222 PS 017 823

Conklin, Nancy Faires; And Others

Early Childhood Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jan 89
NOTE- 50p.; For related documents, see PS 017 824-825.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; *Day Care; Disabilities; *Early Childhood Education; Educational Needs; *Educational Policy; Financial Support; Government Role; Kindergarten; Parent Education; *Preschool Education; Program Descriptions; Public Schools; *Regional Characteristics; School Age Day Care
IDENTIFIERS- *Alaska; Early Intervention; Hawaii; Idaho; Montana; Oregon; Project Head Start; *United States (Northwest); Washington

Detailed are early childhood education and care services in six Pacific and Northwestern States: Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. Section I discusses the need for early childhood education and care in terms of the prevention of educational and social failure and the changing composition of the work force. Section II, which concerns federal, state, and local involvement, discusses the expanding public commitment to early childhood programs. Section III describes early childhood programs in the Northwest and Hawaii. These include kindergarten, Head Start and other public prekindergartens, child care and before- and after-school care, early intervention for the handicapped, and parent education. Section IV provides a summary. Appendices chart the programs by states in terms of legislation and regulation, eligibility, level of service, funding, and pending issues. (RH)

ED 304 223 PS 017 824

Conklin, Nancy Faires; And Others
Early Childhood Programs and Policy in the Northwest and Hawaii: Early Childhood Policy Issues and Options.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jan 89
NOTE- 17p.; For related documents, see PS 017 823-825.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Policy; Federal Government; Government Role; *Political Issues; *Resource Allocation; State Government
IDENTIFIERS- Alaska; *Hawaii; Idaho; Montana; Oregon; *United States (Northwest); Washington

Discussed are early childhood policy issues and options for Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. Section I explores federal and state directions in terms of levels of policy making, federal and state issues, and interested parties. Section II focuses on policy issues in its discussions of the political climate, long-term investment, scope of services, fundamental purposes, targets, shared responsibilities, certification, and credentialing. Section III suggests ways of making the most of resources. Discussion focuses on the "fiscal triage" strategy of allocation of funding to those most able to benefit from intervention, and the necessity of comprehensive planning. (RH)

ED 304 224 PS 017 825

Conklin, Nancy Faires; And Others
Early Childhood Programs and Policy in the Northwest and Hawaii: A Framework for Policy Development.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jan 89
NOTE- 42p.; For related documents, see PS 017 823-824.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cost Effectiveness; *Day Care; *Early Childhood Education; Educational Policy; Federal Government; *Government Role; *Policy Formation; *Program Development
IDENTIFIERS- Alaska; Analytic Approach; *Hawaii; Idaho; Montana; Oregon; *United States (Northwest); Washington

The Northwest Regional Educational Laboratory's depiction study of early childhood education and care programs in the Northwest and Hawaii documents the extent of program development in the region. In four sections, this report of the study: (1) describes the emerging structure of early childhood services, reviewing key findings and projecting trends in program development; (2) lays out a framework for assessing the potential costs of expanding early childhood services to meet children's actual needs; (3) evaluates the effects of recent and potential federal initiatives in early childhood education and care; and (4) considers the implications of the early childhood analysis framework for policy development. Appendices provide Oregon's costs of services statements for children in five age groups spanning birth through 12 years of age. (RH)

DOCUMENT RESUME

ED 304 225 PS 017 826

Denham, Susanne A.; Couchoud, Elizabeth A.

Knowledge about Emotions: Relations with Socialization and Social Behavior.

PUB DATE- 17 Mar 88
NOTE- 18p.; Paper presented at the Biennial Meeting of the Conference on Human Development (Charleston, SC, March 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Emotional Response; *Interpersonal Competence; *Knowledge Level; Models; Parent Influence; *Preschool Children; Preschool Education; *Prosocial Behavior; Research Methodology; *Socialization

Research was conducted to assess young preschoolers' knowledge of emotion and to explore the relation between children's understanding of emotion and their prosocial behavior. This discussion briefly describes measures devised to investigate knowledge of emotion, and outlines findings. Also discussed are relations between knowledge of emotion and social competence, as rated by teacher and peers. In addition, the discussion covers research in progress that investigates relations between knowledge of emotion and socialization variables, such as the mother's attitudes about emotionality, her expressed emotions, and her discussion of emotion with the child. (RH)

ED 304 226 PS 017 828

Turner, Joy
Child Discipline and World Peace.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; *Child Rearing; Day Care; Discipline; Early Childhood Education; History; *Parent Child Relationship; Parent Responsibility; *Peace; Preschool Education; *Social Change; *Teacher Responsibility; Teaching Methods
IDENTIFIERS- Critical Analysis; *Montessori (Maria); Psychoanalytic Criticism

What can teachers of small children do to promote peace in the world? The answers go back to that "war between adults and children" first described by Maria Montessori; to the relationships between parents and offspring; and to the physical, psychological, and spiritual abuse of children that gets passed along through the generations. There is extensive knowledge of the historical development of child rearing, the characteristics of the dysfunctional family, and the roots of violence in the hidden cruelty in child rearing practices and ideologies. Analyses have produced the conclusions that the source of war is the dysfunctional family; that every persecutor was once a victim; and that repressed traumatic experiences of childhood are stored up in the body and influence adults. Given these circumstances, what can teachers and caregivers of small children do to promote peace in the world? They can: (1) develop awareness of "poisonous pedagogy" and stop passing it on; (2) organize classrooms to meet children's needs and minimize conflicts; and (3) model and facilitate procedures for problem-solving that respect the integrity of children. Appended are role-playing scenarios for teacher problem-solving, and lists of references, recommended readings, and peace organizations. (RH)

ED 304 227 PS 017 829

Tarlton, Nan P.
Mississippi's Youth 2000 Initiative: Building Bridges for Success. Mississippi Responds to the Chiefs.
Mississippi State Dept. of Education, Jackson.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Educational Improvement; *Educational Legislation; *Educational Responsibility; Elementary Secondary Education; Etiology; *High Risk Students; *Nontraditional Education; State Legislation; State Programs; Teacher Role; Team Training; *Teamwork
IDENTIFIERS- *Mississippi; Program Characteristics

Collected are materials related to Mississippi's efforts to improve the educational services provided in the state for at-risk students. The first item describes the Superintendent of Education's Class of 2000 Project, which includes a request that the people of Mississippi adopt the class of 2000, which is in school now, and develop a legislative proposal guaranteeing that students at risk of school failure will receive appropriate educational and supportive services. The second item consists of the draft of proposed legislation, which focuses on the school-age program for at-risk students, provisions for youth who are not in school, and State Department of Education responsibilities. Attached is the first-year report of the Mississippi CONTINUUM Project, a program that involves: (1) alternative educational provision for at-risk students; (2) a cooperative, team planning approach; and (3) decision-making by classroom teachers who are developing educational plans for students identified as being at risk. Also attached is a chart of factors that contribute to students' status as at risk for school failure, and programs in the state that address one or more of the factors. (RH)

ED 304 228 PS 017 830

Molnar, Janice; And Others
Home Is Where the Heart Is: The Crisis of Homeless Children and Families in New York City. A Report to the Edna McConnell Clark Foundation.
Bank Street Coll. of Education, New York, N.Y.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Mar 88
NOTE- 141p.
AVAILABLE FROM- Bank Street College of Education, 610 West 112th Street, New York, NY 10025 ($14.45, plus $2.40 handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Childhood Needs; *Delivery Systems; Education; *Family Problems; Futures (of Society); *Health; *Homeless People; *Nutrition; Preschool Children; Welfare Services
IDENTIFIERS- *New York (New York); Transitional Shelter System

This report on homeless children between infancy and 5 years of age highlights issues facing the 11,000 homeless children and their families living in emergency temporary housing in New York City. The rising incidence of homelessness among families is considered in national and local contexts. There follows an overview of the transitional shelter system in New York City and the many agencies serving homeless children and their families. Subsequent sections profile what is known about the health, nutrition, education, and child and family welfare of homeless chilndre. This discussion is followed by developmental descriptions of young children observed during a 6-month period at the American Red Cross Emergency Family Center. Concluding sections highlight key issues that need to be addressed if homeless children and their families are to have a better future. Appendices provide related material, such as a summary of a research and policy roundtable discussion on homeless children and families that focused on: (1) what is known about the impact of homelessness on children and families; (2) strategies most effective for supporting at-risk families; (3) most effective ways of measuring child development and family functioning; and (4) suggestions for future agendas and advocacy efforts. (RH)

ED 304 229 PS 017 831

Nissani, Helen; Hitz, Randy
Parent Education in Oregon: Results of a Department of Education Survey.
Oregon State Dept. of Education, Salem.
PUB DATE- Jan 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Financial Support; *Parent Education; *Parent Participation; *Professional Personnel; Program Descriptions; *Program Effectiveness; State Surveys
IDENTIFIERS- *Oregon

The Oregon Department of Education conducted a statewide survey of parent education programs in order to identify programs and begin a database which would guide policy. Major findings indicated that:

(1) parent education programs were offered by a variety of agencies and groups; (2) approximately 25,000 parents were served by the programs responding to the survey; (3) the vast majority of programs served specific populations; (4) many programs served fewer than 50 parents per year; (5) most programs operated for a full school year or calendar year; (6) many programs did not keep record of the incomes of families served; (7) most respondents said they were able to find qualified staff; (8) parent education programs typically offered a range of services including informal parent support groups, home visits, and formal classes; and (9) respondents clearly believed that more parent education and family support services were needed in their communities. Three issues were identified as needful of change: (1) fragmented program funding; (2) difficulties associated with targeting specific populations in order to meet funding requirements; and (3) the lack of multicultural staff who are proficient in the languages and cultures of Oregon's minorities. Recommendations are offered. Related materials are appended. (Author/RH)

ED 304 230 PS 017 832

Patterson, Donna; And Others

Students' Physical Growth: Developmental Framework, Physical Dimension.

Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-7732-0074-6
PUB DATE- Jul 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Educational Practices; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *High School Students; Individual Development; Infants; *Motor Development; *Perception; *Physical Development; *Preschool Children; Preschool Education; School Responsibility
IDENTIFIERS- *Alberta

Alberta Education's position on the physical growth of students is presented in this paper, which focuses on children's physical growth in the areas of perceptual, structural, and motor development. Each area is first discussed in terms of three age groups: the child from infancy to preschool, the elementary child, and the adolescent. Concluding discussion in each area concerns the school as context, and provides guidelines for appropriate educational practices. Emphasis is given to selective attention; ways to promote fitness and unbiased student attitudes about physical attractiveness; and ways to help students practice motor skills they need. Concluding remarks point out the relevance of the materials for curriculum developers and classroom teachers. Approximately 75 references are cited. (RH)

ED 304 231 PS 017 833

Schmidt, Harold D.; Rodgers-Rhyme, Anne
Strategies: Effective Practices for Teaching All Children. Participant Guide.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Exceptional Children.

PUB DATE- 88
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Design; *Classroom Techniques; Elementary Education; *Elementary School Teachers; *Instructional Development; Postsecondary Education; Program Evaluation; *Staff Development; *Teacher Effectiveness; Teacher Improvement; Workshops
IDENTIFIERS- *Peer Coaching

This staff development program offers practices for K-8 educators who wish to be more effective in responding to the needs of all students, including students with mild exceptional educational needs. The program consists of seven 2.5 hour workshops which include short presentations, readings, and large and small group discussions. Effective teaching practices are reviewed, practiced, and modeled throughout each workshop. Under the guidance of a trained facilitator, participants identify teaching practices they wish to implement or improve upon; develop a plan for doing so; and provide each other with feedback by means of peer coaching. The guide contains the materials used in the workshops, with the exception of a few overhead transparencies. Units focus on peer coaching, organization of classroom time and space, ways to influence student behavior, the process of planning for instruction, effective lessons, and workshop evaluation and follow-up. Units 1 through 6 begin with a list of objectives

followed by the unit reading. The unit reading describes the important concepts and practices for the unit and ends with a list of key points for quick review. Four units offer short papers on related topics. Most units also provide a summary questions worksheet, discussion questions, and application exercises. (RH)

ED 304 232 PS 017 834

Lake, Sara
Instructional Practices for Middle Grade Students: Developing Self-Directed Learners. Practitioner's Monograph #3.
California Health Federation, Sacramento.

PUB DATE- Nov 88
NOTE- 20p.
AVAILABLE FROM- California League of Middle Schools, 1107 Ninth Street, Suite 150, Sacramento, CA 95814 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; Definitions; Guidelines; *Independent Study; *Individual Development; Intermediate Grades; Junior High Schools; *Junior High School Students; *Middle Schools; Teacher Role; *Teaching Methods

This practitioner's monograph concerns instructional practices for developing self-directed learning among middle-school students. The monograph provides a definition of self-directed learning, a review of the developmental needs of middle-grade students, a description of a classroom environment designed to facilitate self-directed learning, and an overview of instructional strategies for middle-graders. Self-directed learners are defined as students who have mastered the basic study skills and who have a sense of conscious control over learning tasks. Students' developmental needs are described in sections focusing on physical, intellectual, cognitive, emotional, social, moral, and ethical development. The classroom environment is described in terms of qualities that foster self-directed learning and of obstacles to a self-directed learning environment. Instructional strategies suggested concern whole class lectures, questioning and discussion, individualized instruction, peer-based learning, projects, and teacher-student planning. (RH)

ED 304 233   PS 017 835

Bliss, Barbara A.
Home Education: A Look at Current Practices.
PUB DATE- 20 Feb 89
NOTE- 191p.; Research Project, Michigan State University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Practices; Elementary Education; *Family Characteristics; *Home Schooling; Literature Reviews; Nontraditional Education; *Parent Attitudes; Questionnaires
IDENTIFIERS- *Michigan

Described are practices of 70 home-schooling families who resided in southwestern lower Michigan in Fall, 1987. A literature review discusses: (1) philosophical roots of the home education movement; (2) concern for the socialization of home-educated children; (3) reasons why home-schooling is considered a good educational alternative; (4) state regulations and qualifications of home educators; and (5) professional resources for home educators. Data were obtained from responses to a questionnaire sent to 200 home-schooling families. Findings are reported in eight sections concerning: (1) family characteristics, including size, number of hours parents work outside the home, and extent of past and future plans for home education; (2) details of parents' education; (3) curriculum and instructional practices; (4) parents' confidence level about their performance of four teaching tasks; (5) the social interaction of parents and children with others; (6) parents' reasons for deciding to educate their children at home; (7) parents' opinions of practical aspects and problems of home-schooling; and (8) parents' additional comments. Related materials, such as the survey instrument and responses to survey questions, are appended. (RH)

ED 304 234   PS 017 838

Ziegler, Suzanne

The Effects of Parent Involvement on Children's Achievement: The Significance of Home/School Links.
Toronto Board of Education (Ontario).
REPORT NO.- ISBN-0-88881-193-4
PUB DATE- Oct 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Family School Relationship; Foreign Countries; Guidelines; Literature Reviews; *Parent Participation; Preschool Education; *Students
IDENTIFIERS- *Ontario (Toronto)

Aspects of communication between home and school are discussed in four chapters. Introductory remarks point out two very important messages in the research on the effects of parental involvement. The first is that the gap between working class and middle-class children in school achievement is explained, in substantial part, by certain differing patterns of child-parent and parent-school interaction. A second and even more important message is that school personnel can intervene positively and efficiently to teach most parents to be as effective as some parents already are. Chapter I focuses on parental involvement with children at home at the preschool, primary, junior, intermediate, and senior levels. Chapter II concerns parental involvement at school. Chapter III discusses the whys and hows of connecting parents and schools. Chapter IV deals with overcoming barriers and getting commitment in parent-teacher partnerships. A bibliography is included. (RH)

ED 304 235 PS 017 839

Swartz-Tetrault, Alma M.
Facilitating Critical and Creative Thinking Dispositions in Children.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Meeting of the American Orthopsychiatric Association (New York, NY, March 31-April 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Cognitive Processes; *Creative Thinking; *Critical Thinking; *Discovery Learning; Early Childhood Education; Early Experience; Educational Practices; Guidelines; Individual Development; Play; Teacher Role; *Transfer of Training; *Young Children

The critical and creative thinking dispositions which are intrinsic to children's critical thought may reflect the standards of an adult culture which values verbalized thought over other kinds of human intelligence. Primary critical and creative thinking dispositions are those which help the child explore the world. These are biological processes that can be discerned as children discover the way things are as they play. Teachers can think of primary dispositions as functional components which underlie and impel children's need to discover. An inventory of such dispositions indicates that some, such as being open, resisting closure, tolerating frustration, taking risks, and controlling impulsivity, are associated with wonder. Other dispositions, including being imaginative, testing expectations, trying new things, practicing, are associated with exploration. In this paper, implications for classroom practice are discussed in terms of the ways in which teachers familiarize themselves with the primary dispositions as they are manifested in children, and ways of enhancing and assessing children's primary discovery dispositions. (RH)

ED 304 236 PS 017 840

Seppanen, Patricia S.; And Others
Community Education as a Home for Family Support and Education Programs.
Harvard Family Research Project, Cambridge, MA.
PUB DATE- 88
NOTE- 290p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Coordination; *Community Education; Early Childhood Education; *Educational Cooperation; *Family Programs; Feasibility Studies; Field Studies; *Parent Education; Profiles; Public Schools; School Role; Surveys; Young Children
IDENTIFIERS- *Early Childhood Family Education; *Minnesota

This report explores ways in which family support and education programs targeted to families with preschool-age children fit within schools, or more specifically, within local community education programs. The issue was examined by means of: (1) an in-depth field study of the Early Childhood Family Education (ECFE) initiative at 9 local sites in Minnesota; and (2) a survey of 12 family support and education programs in other states. Both methods of research addressed the issue of community education as the context for family support and education programs, and examined the benefits of such arrangements and the feasibility of more widespread use of the arrangements. An introduction in Chapter I is followed in Chapter II by a summary of the current scope and operation of ECFE in Minnesota and a consideration of factors of design, context, and management that affect local program implementation. Chapter III describes the benefits of basing the ECFE initiative within community education and assesses the degree to which findings in Minnesota may be generalized to local community education-based family support and education programs across the U.S. Conclusions are advanced in Chapter IV. Individual profiles of the 21 local sites studied are included in appendices, as are tables, figures, and other materials. Approximately 50 references are cited. (RH)

ED 304 237   PS 017 842

Warren, Beulah; And Others

Intervention for Unsettled Infants.

PUB DATE- Aug 88
NOTE- 10p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Control Groups; Environment; Foreign Countries; Infant Behavior; *Intervention; Models; Parent Role; *Physical Activity Level; *Premature Infants; Prevention; *Sleep; *Stimulation
IDENTIFIERS- *Australia; *Self Regulation

Outcomes of a follow-up, preventive care program based on a self-regulation model of neonate and parent behavior were studied in a controlled experiment. Subjects included a preterm control group, preterm intervention group, and full-term control group, with each group consisting of 27 infants. The assessment, which used the Brazelton Neonatal Behavioral Assessment Scale, focused on ways in which infants regulated behavior in the newborn period. At four weeks and at four months (corrected age), parents kept a diary for one week in which they recorded the times when the infant was asleep, awake and happy, or awake and miserable. During the newborn period of the self-regulation model, the task for the infant was to return to base or physiological stability. Parent responses indicated that the challenge for the infant was to achieve quiet states and that premature infants had more difficulty than full-term infants in achieving that goal. The intervention was designed to set appropriate limits that would enable the infant to achieve a still body for quiet sleep and calm awake time. Limits on motor interference and extraneous stimuli were set. Results indicated that by one month, premature infants in the intervention group slept at regular times, on average, 72 percent of the time. Parents worked with infants to achieve a rhythm of returning to base. Premature infants were able to effectively use awake time at four months, if the time was limited to 1.5 to 2.5 hours and sleep occurred regularly. (RH)

ED 304 238 PS 017 843

Castro, Terry; And Others
Child Care: Today's Challenge for Tomorrow. A Comprehensive Plan for the Growth and Development of Child Care in the State of New Jersey.
New Jersey State Child Care Advisory Council, Trenton.
PUB DATE- Jan 88
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Day Care; Early Childhood Education; *Educational Quality; *Financial Support; *Individual Needs; *Parent Responsibility; *Professional Development; Program Costs; State Programs
IDENTIFIERS- *New Jersey; State Regulation

New Jersey's first comprehensive plan for the development of child care services is presented in this report. Section I offers an overview of contemporary issues that are central to the provision of child care services. Issues include the status of child care in New Jersey and the concerns raised by parents, advocates, and providers in child care hearings and conferences, which began in 1984 and will continue to 2000. Contents focus on availability, affordability, and accessibility of services; quality of care; regulation and subsidization of the system; the profession of child care; parental role and responsibilities; and ways to meet the unique needs of families. Section II explains the seven findings and 43 recommendations which evolved from analysis of the material. Explicit strategies for implementation are outlined whenever possible. Discussion follows the sequence of issues presented in the first section. A child care plan fiscal summary for fiscal year 1989 is included. Section III offers conclusions. A total of 36 references are cited. The glossary includes definition of terms. Graphs and tables are appended. (RH)

ED 304 239 PS 017 844

McCormick, William; And Others
Delaware's Report on Early Childhood Education 1987: Findings and Recommendations of the Governor's Early Childhood Education Study Committee.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Government Role; Individual Development; *Individual Needs; Infants; *Kindergarten; *Pilot Projects; Preschool Children; *Preschool Curriculum; *Preschool Education; Program Costs; Program Implementation; *School Entrance Age; State Programs; Toddlers
IDENTIFIERS- *Delaware

Reported are findings and recommendations of Delaware's 1986 Governor's Early Childhood Education Study Committee. Most of the committee's work was carried out by five focus groups, each of which investigated one of these topics: (1) the first 60 months of life; (2) child care; (3) 4-year-old pilot programs; (4) a curriculum for 4-year-olds; and (5) admission age for kindergarten. The focus on the first 60 months involved three basic components: education, health, and community and public awareness. Particular attention was given to means of developing parent involvement in early education programs. The focus on child care involved ways of building rewards into caregiver training programs and mandating minimal training requirements for caregivers. The group focusing on 4-year-old programs provided a preliminary program description and set of recommendations. The group that concentrated on a curriculum for 4-year-olds provided recommendations based on findings that indicated that programs must: (1) be based on the current interpretation of child development research; (2) employ only professionally trained personnel; and (3) center on needs and characteristics of 4-year-olds and their families. A literature review and survey data provided the basis for recommendations on admission age for kindergarten. Concluding remarks concern the state role in implementing the recommendations. (RH)

DOCUMENT RESUME

RC

ED 304 240 RC 016 832

Community Action for Computer Equity.
Playing To Win, Inc., New York, NY.
PUB DATE- 85
NOTE- 13p.
AVAILABLE FROM- Playing To Win, Inc., 1449 Lexington Ave., New York, NY 10128 (1-9 copies, $3.00 each, 10 copies, $25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Activism; *Community Action; Community Development; *Community Education; Computer Literacy; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Microcomputers; School Community Relationship
IDENTIFIERS- *Computer Equity

Computer equity is the equal opportunity for each individual to use a computer and learn the same subjects at the same level. Every community has some aspect of computer inequity, be it based on gender, income level, race, age, academic achievement, geography, or subject matter. The community activist who wants to promote equal access to computers can begin by collecting evidence of computer inequities and predictions of the importance of technology in present and future job markets. The next steps involve taking the evidence to potentially concerned people in the community, and forming a committee to serve as voice and clearinghouse for the issue. Committee projects could focus on fund raising, teacher training, school curriculum changes, development of computer coordinator networks with other schools and communities, collecting information on software appropriate for schools, staging a local computer fair with the accent on equity and ease of use, and increasing community access to computers and home use. The tip sheet includes questions to consider when seeking evidence of local computer inequity, suggestions for implementing each step of the campaign, and a list of major fact resources. (SV)

ED 304 241 RC 016 882

Cortes, Carlos E.; And Others
Beyond Language: Social and Cultural Factors in Schooling Language Minority Students.
California State Dept. of Education, Sacramento. Bilingual Education Office.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89755-024-2
PUB DATE- 86
NOTE- 357p.
AVAILABLE FROM- Evaluation, Dissemination & Assessment Center, 5151 State University Drive, Los Angeles, CA 90032 ($10.00 plus tax and shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Cooperative Learning; *Cultural Influences; *Educational Change; Elementary Secondary Education; *English (Second Language); *Ethnicity; Ethnocentrism; Hispanic Americans; *Minority Group Children; Parent Participation; Public Schools; *Sociocultural Patterns; Underachievement

This book aims to help educators improve their understanding of minority students within the American social context. It contains seven chapters, each written by different authors. The introductory chapter, "The Education of Language Minority Students: A Contextual Interaction Model" by C. Cortes, provides an overview of a theory for how the many sociocultural factors influence language minority education. The next chapter, "Ethnic Minority Issues in the United States: Challenges for the Educational System" by S. Sue and A. Padilla, looks at historical explanations for why some groups do better in school than others. "Understanding Sociocultural Factors: Knowledge, Identity, and School Adjustment" by J. Ogbu and M. Matute-Bianchi analyzes sociocultural factors such as group attitudes toward education, self-identity, historical experiences, cultural values, and job ceiling. The next chapter, "Sociocultural Contexts of Language Development" by S. Heath, stresses the inclusion of mother tongue and second language education in language minority educational reform. "Sociocultural Resources in Instruction: A Context-Specific Approach" by S. Diaz, L. Moll and H. Mehan provides a detailed illustration of how language development (reading and writing) can be improved, based on a positive link between the home and school. "Cooperative Learning and Sociocultural Factors in Schooling" by S. Kagan describes cooperative learning as an educational innovation for improving students' acquisition of both academic and humanistic skills. The concluding chapter, "Educators' Responses to Sociocultural Diversity" by M. McGroarty facilitates educators' understanding and use of the hypotheses and approaches proposed in the earlier chapters. The book contains approximately 200 references. (KS)

ED 304 242 RC 016 903

Luhman, Anna L.; Fundis, Ronald J.
College Studies for the Gifted. An Academic Approach for the Gifted, Talented, and Creative Student.
PUB DATE- 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; Academic Achievement; *Academically Gifted; *Gifted; Higher Education; *Literature Reviews; Public Colleges; Talent Identification
IDENTIFIERS- National Diffusion Network Programs

This publication presents a literature review on the gifted in Section I and a plan for a projected gifted national data base in Section II. Five common misconceptions concerning the gifted are disspelled, and in addition, characteristics of the gifted are listed. Discussion of programs for the gifted focuses on contents, learning environment, and instructional models. The best programs integrate cognitive, social, and emotional development. Psychosocial development of identified gifted students is examined in these areas: maturity, psychosocial adjustment, self-concept, self-esteem, and personality characteristics. The effectiveness of gifted programs is reviewed, and a summary identifies these ten elements as relevant: (1) differentiated education or services beyond those normally provided by the regular classroom; (2) early intervention; (3) multidimensional and varied identification procedures; (4) focus on specific talents; (5) cognitive, intellectual, creative, and talented needs met within the fine arts and other areas; (6) individual design; (7) intellectual peer interaction; (8) interaction with gifted and/or talented adult role models; (9) emotional and social adjustment needs met; (10) psychological support to aid in realizing potential. These elements are the basis for College Studies for the Gifted Program, a validated program of the National Diffusion Network, at Fort Hays State University. The entrance requirements to the College Studies for the Gifted Program and results of a 1985 study on program participants are given. Instruments and reporting forms are included to facilitate the task of initiating gifted programs and organizing a national data base. This document contains 98 references. (ALL)

ED 304 243 RC 016 912

Mock, Karen R.
Multicultural and Anti-Racist Education: The Developmental Rationale and Practical Implications.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Development; *Child Development; Cross Cultural Studies; Cultural Awareness; Cultural Pluralism; Cultural Traits; Developmental Stages; Elementary Secondary Education; Ethnicity; Ethnic Stereotypes; Instruction; *Intercultural Programs; Learning Theories; *Minority Group Children; *Multicultural Education; Public Schools; Racial Attitudes; *Racial Bias; Student Needs
IDENTIFIERS- Maslows Hierarchy of Needs

This paper examines the meaning of multicultural education as a means of insuring that students feel comfortable in more than one cultural context. It outlines stages of child development and theories of learning behavior, especially as they relate to the development of cultural and racial attitudes. This paper examines behavioral development in terms of Maslow's hierarchy of needs and discusses cultural biases in curriculum, teaching methods, materials, and educators' assessments. This document also summarizes practical implications, suggesting that teachers do the following: review child development materials; examine all materials for cultural and racial biases and stereotypes; reflect on their own values, stereotypes and prejudices; attempt to accommodate different learning styles and background experiences with a flexible format; incorporate concepts from the child's background in activities; and use props and costumes resembling a variety of cultural environments. This document stresses sensitivity in dealing with multicultural education and ethnic students. It urges teachers to adapt educational materials and curriculum to the individual needs of children and to build on the background experiences of all children in teaching about people of other countries. This paper includes a list of expectations describing characteristics that would be evident in a school in which the staff was aware of the practical implications of multicultural, anti-racist education. This paper also includes a series of questions designed to help teachers formulate a base for understanding the learning needs of children from a variety of ethnocultural backgrounds. (TES)

ED 304 244 RC 016 934

Inter-American Foundation Annual Report 1987.
Inter-American Foundation, Rosslyn, Va.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Annual Reports; *Community Development; *Developing Nations; *Economic Development; *International Programs; Living Standards; Poverty Areas; *Poverty Programs; Rural Areas; Rural Development; Rural Education; *Rural Extension; Technical Assistance; Technological Advancement
IDENTIFIERS- Caribbean; *Inter American Foundation; Latin America

This annual report from the Inter-American Foundation (IAF), a federal development agency, includes letters from foundation officials describing the IAF-funded work in poverty areas of Latin America and the Caribbean. The report describes IAF's In-Country Support System (ICS), staffed by local professionals who assist grantees and report their progress. The ICS is described as an intermediary agency for many grassroots groups that have no affiliation to, or assistance from, local private development organizations. School programs in Venezuela and Bolivia are briefly described. There is a section of "1987 Program Highlights" offering general information on various types of grants: agricultural/rural development; education and training; community services; urban enterprises; and cultural expression. Another section discusses the role IAF plays in developing countries and some of the problems overcome by the agency and its grantees. This document contains a series of country reports describing amounts and purposes of 234 grants made to grantee agencies in 1987. Grantee agencies were in the following countries: Argentina, Paraguay, Uruguay, Bolivia, Chile, Brazil, Antigua, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, St. Kitts, St. Vincent, Belize, Costa Rica, Guatemala, Honduras, Panama, Colombia, Venezuela, Mexico, El Salvador, Peru, and Ecuador. Articles focus on rural development projects in Paraguay and Chile, pesticide safety in Ecuador, Brazilian education projects, fishing assistance in Dominica, a Guatemalan program for widowed mothers, a Colombian sanitation program, and a Mexican survey on women's economic roles. This document contains maps, photos, graphs, statistical data, and grant application information. (TES)

ED 304 245 RC 016 940

Marcano, Marc
Kansas Advisory Committee on Hispanic Affairs: 1987 Annual Report.
Kansas State Dept. of Human Resources, Topeka.
PUB DATE- Jul 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Annual Reports; Employment; Fund Raising; *Hispanic Americans; Social Services; State Legislation; State Surveys
IDENTIFIERS- *Kansas; Kansas Advisory Committee on Hispanic Affairs

This report illustrates the accomplishments of the Kansas Advisory Committee on Hispanic Affairs (KACHA) during 1987. The Committee was established in 1974 as the Kansas Advisory Committee on Mexican American Affairs to provide opportunities for Hispanic advancement in Kansas. The committee name was changed in 1986 to include the entire Hispanic community. This report gives a brief history of the agency. Activities described concern: (1) the Kansas Hispanic Information Network; (2) La Vaz Del Llano newsletter; (3) the Governor's Advisory Committee on Hispanic Affairs; (4) monitoring of legislation; (5) government liaison; and (6) fundraising efforts. During 1987 KACHA was involved in activities concerning aging, the Immigration Reform and Control Act of 1986, legal and civil rights disputes, economic development, education, youth, employment (including the Hispanic State Employees Survey), health and social welfare, housing, and cultural events. The report concludes with recommendations for the future. (KS)

ED 304 246 RC 016 944

Sher, Jonathan P.
North Carolina Today: A State of Emergency, A State of Grace, A State of Anticipation.
Rural Education and Development, Inc., Chapel Hill, NC.
SPONS. AGENCY- North Carolina Association of Educators.
PUB DATE- 88
NOTE- 40p.; For related document, see RC 017 016.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Role; Community Responsibility; Demography; Economic Development; Elementary Secondary Education; *Futures (of Society); Government Role; Higher Education; Opinion Papers; Poverty; Racial Discrimination; Regional Attitudes; *Regional Characteristics; Rural Urban Differences; State Government
IDENTIFIERS- *North Carolina

This report focuses on the strengths and weaknesses of North Carolina, its future and potential, and the roles that the citizens and the state government play in moving the state forward. There are multiple realities within North Carolina. The average income has increased, unemployment rates have dropped, and educational levels have risen. The report attributes these increases to the influx of educated professionals. Another reality is that native North Carolinians are not benefiting from the overall growth of the state. There are very separate, unequal worlds within the state, almost to the point of social and economic polarization. The three "R's" of human geography--resources, residence, and race--are discussed as the divisors of the state. A covenant for North Carolina is presented as an attempt to unite all state residents in a commitment to enhance personal, interpersonal, and state development. Four areas are identified and discussed as priorities for action: (1) lifting the working poor out of poverty; (2) fostering entrepreneurship; (3) meeting the needs of young children; and (4) expanding the voluntary sector. Improving and revitalizing elementary and secondary education programs, improving developmental and health care for children, and utilizing human resources effectively are identified as critical needs in North Carolina. (ALL)

ED 304 247 RC 016 949

Jahr, Dale
The Rural Political Economy: Change & Challenge.
Joint Economic Committee, Washington, D.C.
PUB DATE- Sep 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agriculture; Civil Liberties; *Economic Change; Economic Research; Federal Aid; Federal Legislation; Federal Programs; *Government Role; *Legislators; *Policy Formation; Public Policy; Rural Areas; *Rural Economics
IDENTIFIERS- *Congress

This study describes the political environment that confronts rural advocates, and identifies the boundaries within which rural policy can be developed, promoted, and adopted with some degree of success. Congress designs and implements national policy; therefore, its composition affects advancements in rural policy. Rural residents comprise 24% of the U.S. population, but are "under-represented" in the House of Representatives. Rural districts number 88, or 20%, indicating that geographic representation is not uniform. In terms of seniority and leadership, rural Representatives lag behind their urban colleagues, occupying less than 17% of key leadership positions. Senators represent rural interests by a greater proportion due to the design of the Senate. The Congressional Joint Economic Committee outlined principles of rural policy as a foundation on which successful rural programs could be based. It identified features unique to rural America; stressed the importance of national awareness; underscored the need for access to technology, information, public facilities and services; recognized the urgency of private sector initiative and teamwork among all participants; and showed rural America to be a part of and affected by the U.S. and world economy. The Committee drafted a "Rural Rights Act" emphasizing that people cannot be discriminated against on the basis of geographic location. This report calls for a rural coalition with members from local, county, and state governments; the private sector; and civic, social, religious, and professional organizations to advance the cause for rural America. Nine references are included. (KS)

ED 304 248 RC 016 950

Sakofs, Mitchell S.; And Others
The Cooperstown Outward Bound Summer Program: An Informal Look at the Program's Impact on the Lives of Students.
Outward Bound, Inc., Greenwich, Conn.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Sep 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adventure Education; Evaluation Methods; *Experiential Learning; High Schools; *High School Students; Pretests Posttests; *Psychometrics; Risk; Self Evaluation (Individuals)
IDENTIFIERS- *Outward Bound; Statistical Package for the Social Sciences PC

During the summer of 1987, 29 students from the Cooperstown High School in New York received scholarships and participated in an Outward Bound course. This report presents the results of a study assessing the impact of the Outward Bound experience on these students. Data gathering instruments included: the Self Report Survey (SRS), developed by Dr. Chris Jennstadt, Department of Psychology, Dartmouth College; a questionnaire sent to parents; and school records. The SRS was administered as a pretest, a post-test, and a six-month follow-up. The following SRS subscales were of primary interest in this study: self-depreciation; sociability; achievement motivation; social consciousness; hopelessness and social pessimism; self-confidence; and general well-being. The Statistical Package for the Social Sciences for the personal computer was used for repeated measures analysis of the SRS data. Five of the subscales showed significant positive change between the first and last administration of SRS. School records were used to gather information on each student's grade-point average and school attendance. There were no statistically significant changes in their academic achievement or school attendance. Analysis of the questionnaire reflecting the parents' assessment of their child's behavior after the Outward Bound experience indicated positive behavioral and attitudinal changes. This report contains six graphs. (ALL)

ED 304 249 RC 016 951

Lockert, Lucia Fox, Ed.
Chicanas: Their Voices, Their Lives.
Michigan State Dept. of Education, Lansing. Bilingual Education Office.
SPONS. AGENCY- Michigan State Council for the Arts, Detroit.
PUB DATE- Sep 88
NOTE- 44p.; The illustrations in this book are reproductions of paintings by Nora Chapa Mendoza.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adults; Ethnic Groups; *Females; *Hispanic American Culture; Interviews; Latin American Culture; *Mexican Americans; Minority Groups; Oral History; *Womens Studies
IDENTIFIERS- *Chicanas; Mexican American Studies

This book is an oral history of ten Chicana women ranging in ages from 84 to 24. The collection of interviews reflects how their hard work and determination have significantly changed their lives for the better. The backgrounds of the women vary; some were born in Mexico and moved to the United States. Others were born in the Southwest and later emigrated to the Midwest. They have been witnesses to the great social change that has occurred in the United States over the last 20 years. The different opinions of the women reflect the societies in which they live. These women have undertaken different occupational and professional opportunities. To accurately portray these Chicanas, their own words are reproduced as closely as possible. The interviews were conducted in Spanish and later translated into English. The women express their opinions about their religions, their families, their economic standings and many other issues. (ALL)

ED 304 250 RC 016 963

Eells, Eleanor
History of Organized Camping: The First 100 Years.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-085-1
PUB DATE- 86
NOTE- 173p.; Photographs will not reproduce well.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Camping; *History; Resident Camp Programs; Summer Programs

This book presents the history of organized summer camps under the auspices of private owners, religious groups, and public agencies, as well as youth organizations. The book is divided into four major periods: the beginnings, 1861-1910; camping as a growing vital force, 1910-1918; the period of challenges, 1918-1945; and the period of acceptance, 1945-1961. Chapters include detailed information on the pioneers of organized camping and the early camps, as well as discussions of how organized camping developed as a profession and spread. Appendices include: an autobiographical profile of Eleanor Eells; lists of past presidents of the Camp Directors Association of America and of the National Association of Directors of Girls' Camps; and a list of past annual meetings and national conventions of the Camp Directors Association and the American Camping Association. This book contains 68 references. (ALL)

ED 304 251 RC 016 964

Eisenberg, Helen; Eisenberg, Larry
The Handbook of Skits and Stunts. Revised.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-076-3
PUB DATE- 84
NOTE- 180p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($10.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Camping; Games; Group Activities; Leaders Guides; Participation; Play; *Recreational Activities; *Skits

This book provides more than 400 ideas for skits and stunts for various size groups of any age, as well as general information on the uses, presentations, and creation of stunts and skits. The chapters include: (1) The Why and How of Skits and Stunts; (2) How to Make Up Your Own Skits; (3) Impromptu Stunts and Skits; (4) Group Stunts and "Dramas"; (5) Longer Stunts Humorous and Serious; (6) Stunts from Other Lands; and (7) Physical Feats and Tricks. Following an alphabetical index of stunts and skits, are five indexes by use for auditorium and banquet stunts, junior high youth, stunt night, master of ceremonies, camp and campfire, and stunts at home. (ALL)

ED 304 252 RC 016 966

Goldring, David; Middelkamp, J. Neal
The Camp Health Manual. An Excellent Reference Written Especially for Organized Camps. Revised.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-072-X
PUB DATE- 84
NOTE- 182p.; Photographs and some figures will not reproduce well.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($15.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Camping; *Children; Health Facilities; *Health Materials; Health Personnel; Medical Evaluation; *Medical Services; Pediatrics; Resident Camp Programs; Supplies

This book is a guide to the diagnosis and care of sick children in organized camping situations. This book presents health care information for the management of medical and surgical problems by the camp counselor, camp director, camp nurse, and camp physician. The chapters are: (1) Camp Standards; (2) The Infirmary; (3) Infirmary Supplies; (4) Common Medical and Surgical Problems; (5) Psychiatric Disorders; (6) Camping and the Handicapped Child; (7) Ear, Nose, Throat, and Chest Problems; (8) Skin Problems; (9) Allergic Disorders; (10) Eye Injury and Infections; (11) Bites by Snakes, Animals, and Spiders; and (12) The Role of the Camp Health Supervisor in Emergencies. This book contains 2 appendices. Appendix 1 presents abstracts of pertinent information about communicable diseases. Appendix 2 lists drugs and dosages. (ALL)

ED 304 253 RC 016 967

Hammett, Catherine T.; Horrocks, Carol M.
Creative Crafts for Camps, Schools, and Groups.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-106-8
PUB DATE- 87
NOTE- 206p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($17.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Art Activities; Camping; Childrens Art; Creative Activities; Group Activities; *Handicrafts

This book is a guide to activities appropriate for any type of arts and crafts program including those for camps, youth and adult groups, and outdoor education. Information concerning each craft is presented in a step by step format. Specific projects list the needed equipment and materials and have simple instructions and clear illustrations. The chapters are: (1) Arts and Crafts in the Camp Program; (2) Braiding and Knotting; (3) Basketry; (4) Ceramics; (5) Leatherwork; (6) Metalwork; (7) Printing and Stenciling; (8) Sketching and Painting; (9) Weaving; (10) Whittling, Woodcarving, and Woodworking; (11) Bulletins, Exhibits, Signs, Newspapers; (12) Correlation with Campcraft; (13) Correlation with Dramatics; (14) Correlation with Music; (15) Correlation with Nature; (16) Equipment Making; (17) Favors and Decorations for Special Events; (18) Games and Sports Equipment; (19) Indian and Pioneer Crafts; (20) Map Making; and (21) Photography. The book contains 39 references, a general index, and a project index by craft type. (ALL)

DOCUMENT RESUME

ED 304 254 RC 016 968

Johnstone, D. Bruce
Guide to Canoe Camping. A Comprehensive Planning Guide for Canoe Trip Leaders.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-056-8
PUB DATE- 80
NOTE- 62p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Camping; Equipment; Leaders Guides; Leisure Time; *Outdoor Activities; *Planning; Recreation; Safety; Supplies; Vacations
IDENTIFIERS- *Canoeing; Wilderness

A canoe camping trip offers an exciting, inexpensive vacation from the usual daily routine and environment, and develops resourcefulness, cooperation, and camaraderie among participants. Chapter 1 of this guide discusses preliminary planning of a canoe trip, including decisions on the length and type of trip, designation of a leader for large groups, and checking the itinerary with maps and forestry officials. Chapters 2 and 3 describe types of canoe trips, uninhabited lands for experienced canoers, canoe and paddle design, and paddling techniques and strokes used in a variety of situations. Chapters 4 and 5 discuss equipment and supplies, suggest menus, and present detailed lists of general camp gear, personal gear, and food for a one-week trip by four or five adults. The final four chapters include (1) proper methods of canoe traveling, portaging, and making camp; (2) how to negotiate rough water; (3) navigation with maps and compass; (4) preparation of a safe campfire site; and (5) a variety of safety tips and helpful hints. This book contains 24 references. (SV)

ED 304 255 RC 016 969

Mitchell, Grace; And Others

Fundamentals of Day Camping. An Ideal Reference for Administrators of Day Camps and School-Age Day Care Programs. Revised.

American Camping Association, Martinsville, Ind.

REPORT NO.- ISBN-0-87603-067-X

PUB DATE- 82

NOTE- 270p.

AVAILABLE FROM- American Camping Association, Bradford Wood, 5000 State Road 67 N, Martinsville, IN 46151-7902 ($14.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; *Business Administration; *Camping; Children; *Day Camp Programs; *Outdoor Education; Personnel Management; *Planning; *Program Administration; Program Development; Recreation; Summer Programs

This revised edition of a 1961 publication outlines the steps involved in establishing a new day camp, and presents guidelines for day camp operation. Four chapters cover: (1) preliminary decisions and planning for a new camp; (2) site selection, legal and regulatory considerations, and property management; (3) deciding on buildings and equipment suited to the program; and (4) soliciting prospective campers, camper enrollment, and pre-camp mailings. Chapters on administrative details discuss public relations and parent contacts, administrative records and reports, financial management, insurance, transportation planning, health and safety requirements, food regulations and mealtime atmosphere, staff recruitment and hiring, staff training and supervision, and discipline. The final section offers help to directors and counselors in understanding the needs of campers and in using programs to meet those needs. It includes elements of a good day camp program, benefits of the spontaneous child-generated program, daily routines, arts and crafts, using natural resources, campcraft and overnights, athletics, music, counselors' "tricks" for group management, assembly activities, and rainy day activities. An appendix describes the standards and accreditation procedures of the American Camping Association. (SV)

ED 304 256 RC 016 970

Brown, David L.; Deavers, Kenneth L.
Economic Dimensions of Rural America.
PUB DATE- Oct 88
NOTE- 19p.; Paper presented at the Rural Development Policy Options Workshop: Critical Issues and Options in Developing a New Rural Policy for the Nation (Birmingham, AL, October 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Programs; *Federal State Relationship; *Rural Areas; *Rural Development; *Rural Economics; Rural Nonfarm Residents
IDENTIFIERS- *Nonmetropolitan Areas

Rural revitalization was the theme of the 1970s, and rural economic stress is the overriding issue of the 1980s. This stress is associated with both cyclical trends and with basic changes in the structure of the rural economy. These cyclical and structural changes affect, and are affected by, the human resource base of rural economies. Prior to the 1970s, the rural unemployment rate was lower than the urban rate. In the 1980s the rural unemployment rate rose more rapidly than the urban rate, peaked at a higher level, and has remained above the urban rate. During the 1960s and 1970s, nonmetro areas shifted from predominantly agricultural to predominantly nonagricultural employment. The current economic structural adjustments in industry are disproportionately affecting low-wage manufacturing in rural areas. Rural America is extremely diverse, and generalizations are difficult to make. For that reason, programs tailored to particular types of rural economies may be more effective than generalized programs. The concentration of adjustment problems in particular geographic areas suggests the need for federal, state, local, and regional cooperative development strategies. (ALL)

ED 304 257 RC 016 971

Knutson, Ronald D.; And Others
Toward a Comprehensive Rural Development Policy.
PUB DATE- Oct 88

NOTE- 19p.; Paper presented at the Rural Development Policy Options Workshop: Critical Issues and Options in Developing a New Rural Policy for the Nation (Birmingham, AL, October 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Federal Aid; *Federal Programs; Poverty Programs; Rural Areas; Rural Development; *Rural Economics; Rural Nonfarm Residents
IDENTIFIERS- *Nonmetropolitan Areas

Rural development is broader than just agriculture. Farm policy cannot solve rural community problems. Rural problems are sufficiently unique to require special emphasis and special programs. Since rural development has a broader focus than the local community, its problems need to be addressed by all levels of government as well as the private sector. Different areas of the country present different rural situations, and flexibility is needed to address rural problems. Solving rural problems requires establishing and prioritizing goals and programs within goals. Explicit goals are needed to guide implementation and to provide standards by which program performance can be measured. Some problems cannot be solved by local or state governments without federal leadership and assistance. At the federal level, rural development policy begins with creating an overall national economic environment for growth in income, employment, and economic vitality. Six strategic areas with problems sufficiently pervasive to justify an appropriate federal role are: (1) income and employment policy; (2) education and retraining; (3) eliminating rural poverty; (4) utilizing and protecting natural resources; (5) improving rural health delivery systems; and (6) financing rural services. (ALL)

ED 304 258 RC 016 972

Woods, Fred; And Others
Rural Poverty Policy.
PUB DATE- Oct 88
NOTE- 20p.; Paper presented at the Rural Development Policy Options Workshop: Critical Issues and Options in Developing a New Rural Policy for the Nation (Birmingham, AL, October 3-5, 1988). Figure 2 may not reproduce clearly.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economically Disadvantaged; Federal Aid; Federal Programs; *Low Income Counties; *Poverty Areas; *Poverty Programs; Rural Areas; Rural Economics; Rural Nonfarm Residents; *Rural Urban Differences
IDENTIFIERS- *Nonmetropolitan Areas

In 1986, of 32 million Americans who were poor, nearly ten million, or 30%, lived in nonmetropolitan or rural areas containing only 22% of the nation's population. While metropolitan poverty rates have declined somewhat since 1983 as a result of economic recovery, nonmetropolitan poverty rates have remained relatively high. Rural poverty is not to be confused with farm poverty. Only 8.5% of the rural poor in 1986 were farm residents. The rural poor differ from the urban poor in that the rural poor are more likely to be elderly, white, and living in the South. A significant share of the rural poor work and 51% live in families with both parents present. Many rural communities suffer from chronic economic depression, and existing poverty programs and policies appear to have benefitted the rural poor less than the urban poor. A comprehensive, multidimensional policy is required to deal with the special characteristics of the rural poor. Three policy options are: (1) adjust current antipoverty programs to deal with the special characteristics of the rural poor; (2) target rural programs to focus on the specific needs and problems of chronically depressed rural areas and recognize the differing circumstances of the rural and urban poor; and (3) address poverty in a comprehensive development policy. (ALL)

ED 304 259 RC 016 973

Conklin, Nancy Faires; Olson, Thomas A.
Toward More Effective Education for Poor, Minority Students in Rural Areas: What the Research Suggests. Education Policy.
Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educationally Disadvantaged; Educational Principles; *Educational Strategies; *Minority Group Children; *Nondiscriminatory Education; *Rural Education; Rural Schools

This report summarizes recent research about the effective education of poor minority students in rural areas. Significant barriers to high student performance are briefly discussed and research findings about strategies designed to overcome these barriers and to lead to high performance are reviewed. Solutions for educating disadvantaged students should not be flawed by a "remedial and cultural deficit mentality," with low expectations for performance of disadvantaged students. Research suggests a new vision for educating these students incorporating these aspects: (1) high expectations by the family, community, and school; (2) active participation by parents and community; (3) instruction in not only basic skills but in learning-to-learn and thinking skills; (4) cultural sensitivity and relevance in materials and teaching practices; and (5) new teaching and grouping strategies such as mastery learning, cooperative learning, and peer tutoring. The following public policy issues raised by this new vision are presented: (1) the need for new partnerships with business, industry, and labor; (2) new policy perspectives on the relationship between equity and excellence; (3) the nature of accountability expectations of the schools; (4) options for implementing the need strategies; (5) long- versus short-range perspectives on strategies for change; and (6) the need for continuing governmental support as well as mandates. The underlying theme of the report is that effective education of the disadvantaged is a major social and economic issue, not just an educational one. This report contains a 77-item bibliography. (ALL)

ED 304 260 RC 016 974

Indian Child Welfare in Montana.

Dull Knife Memorial Coll., Lame Deer, MT.

PUB DATE- 86
NOTE- 30p.; Report of a survey conducted in 1986 by the staff of the Indian Child Welfare Project. Illustrations and graphs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Reservations; *American Indians; *Child Welfare; Questionnaires; Tribal Sovereignty; Tribes; Welfare Agencies; Welfare Recipients; Welfare Services
IDENTIFIERS- Indian Child Welfare Act 1978; *Montana

This report is based upon a 1985-86 survey conducted by the Dull Knife Memorial College Indian Child Welfare Project. A series of workshops were conducted throughout Montana to acquaint providers of services for abused and neglected Indian children with the requirements of and issues associated with the Indian Child Welfare Act of 1978. Participants in these workshops completed a questionnaire that examined the state of Indian child welfare services in each participant's community. The purpose of the survey was to collect basic descriptive information and viewpoints on the participants' activities. Several areas are identified that indicate the need for detailed study for the improvement of services to Indian children. This survey represents an exploratory effort to document the general concerns of those who serve abused and neglected Indian children in Montana. The findings are not definitive evidence for actual activities, but are the perceptions of the 47 individuals who chose to participate in the survey. This report is organized into the following sections: (1) Where Do Indian Communities Look For Child Welfare Services?; (2) How Do Indian Communities Administer Child Welfare Services?; (3) What Do Indian Child Welfare Workers Say About The Present State Of Services?; (4) What Implications Do The Survey Results Hold For Service Agencies?; (5) What Implications Do The Survey Results Hold For Indian Educational Institutions? (ALL)

ED 304 261 RC 016 975

Amos, Neil G.; Benton, Gary J.
Teacher Attitudes toward Staff Development and Related Activities in a Rural Educational Consortium.
PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Associatioh (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; Professional Development; *Questionnaires; Rural Areas; Rural Education; Secondary School Teachers; *Staff Development; *Teacher Attitudes; Teacher Morale
IDENTIFIERS- Mississippi

This paper presents the findings of a study conducted to investigate negative teacher attitudes toward staff development as mandated by the Mississippi Educational Reform Act of 1982. The East Mississippi Center for Educational Development is a consortium of 16 rural school districts and the Meridian Branch of Mississippi State University. The Center assists school districts in developing and implementing quality staff development programs. Teacher attitudes toward staff development, a major concern identified by school administrators, was measured by a questionnaire developed by surveying 100 randomly selected elementary and secondary teachers. The top 11 concerns were used as questionnaire items. Another randomly selected group of 80 elementary and 80 secondary teachers responded to the items using a 5 point Likert type scale. Analysis procedures for the responses included frequency of responses and an examination of the mean item responses. Chi square analyses were conducted to determine if significant differences existed between responses of elementary and secondary teachers. Responses to all items revealed neutral to negative attitudes towards staff development and related activities. Secondary teachers were more negative in their responses than were elementary teachers. The study supports administrators' concerns relative to negative teacher attitudes toward staff development and related activities. Tables are included to show comparisons of the means, sample responses, and statistical analysis. A sample of the questionnaire is included. (ALL)

ED 304 262 RC 016 976

Ospina, Enrique, Ed.; Sims, Cami S., Ed.
The Role of State Government in Agriculture. Proceedings of the Conference on the Role of State Government in Agriculture (Morrilton, Arkansas, December 3-4, 1987).
Winrock International Inst. for Agricultural Development, Morrilton, AR.
SPONS. AGENCY- Winthrop Rockefeller Foundation, Little Rock, AR.
REPORT NO.- ISBN-0-933595-16-6

PUB DATE- Mar 88
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Trends; *Agriculture; *Change Strategies; Economic Development; *Government Role; Innovation; Public Policy; *Rural Development; Rural Economics; State Action; State Agencies; *State Government; State Programs; *Statewide Planning
IDENTIFIERS- *Arkansas

Conference participants examined how other states are preparing their farmers and rural communities to survive in the present "new world order," and considered whether Arkansas, one of only three states without a central agricultural agency, has the tools to forge strategies for the 1990's. "The Role of State Government in Agriculture" by R. O. Gunderson and E. Ospina describes the centralized agricultural organizations in 42 states and compares agency structure, policies, and programmatic areas. "The Role of State Government in Arkansas Agriculture" by the same authors indicates that although agriculture accounts for 30% of Arkansas's industrial base, responsibilities for agricultural development lie with many uncoordinated agencies that lack the mechanism to provide statewide planning. "The Changing Role of State Government in Rural Development" by S. N. Smith identifies six state strategies for successful rural development. "State Strategies for Promoting Agricultural Exports" by M. G. Popovich reports the results of telephone interviews with state program directors and managers about strategies for farm-product export expansion and focuses on notably innovative systems in Oregon, Texas, and California. "The Role of State Government Agencies in Farm Finance" by F. C. White evaluates 13 potential state farm-finance programs. "State-Level Agricultural Policy in Minnesota: Adjusting to Change in the 1980s" by C. F. Runge concerns the policies of a state with innovative agricultural initiatives and discusses Minnesota's interest buy-down program for financially distressed farmers. Each paper contains a selected bibliography. (SV)

ED 304 263 RC 016 978

Galton, Linda L.
Thinking Skills, K-6: Small and Rural Schools. Outstanding Teaching Practices Series.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 31p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($4.50 plus $2.50 postage/handling, cite order number 9050-09).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Structures; Elementary Education; Elementary School Curriculum; *Elementary School Teachers; Profiles; *Rural Schools; *Small Schools; Teacher Background; *Teacher Effectiveness; Teaching Experience; Teaching Styles
IDENTIFIERS- *Thinking Skills

This booklet profiles five elementary school teachers who were selected as the 1988-89 Laboratory Fellows by the Regional Laboratory for Educational Improvement of the Northeast and Islands. The Teacher Recognition Program conducted through the Small Schools Network of the Laboratory seeks to recognize outstanding teachers of thinking and reasoning skills in K-6 small and rural schools. The profiles of the teachers include their educational training, experiences, philosophies, and a discussion of the ways thinking and reasoning skills are incorporated into their individual elementary programs. (ALL)

ED 304 264 RC 016 979

Johnson, Victoria Anne; And Others

Macy BioPrep Project: Preliminary Analysis of Student Questionnaires.

PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Behavior Change; *Biomedicine; *College Preparation; Comparative Analysis; Mathematics Education; Medical Education; Minority Group Children; Nontraditional Education; Program Evaluation; Rural Areas; Rural Education; Secondary Education; Speech Communication; *Student Attitudes; *Student Behavior; Writing Skills
IDENTIFIERS- Alabama; *Biomedical Sciences Preparatory Program AL; Minority Participation Program

This paper reports on a study of the Biomedical Sciences Preparation Program (BioPrep), a rural component of the Josiah Macy Jr. Foundation's funded projects. The program was intended to give Alabama students (particularly minorities) academic competency in mathematics, science, and oral and written communication relevant to medical professions. Students were selected for BioPrep in the 9th grade and continued participation through the 12th grade. One goal of the program was the development of student appreciation for rural medical practice. The students are exposed to field placements, directed and independent studies, laboratory work, Saturday sessions, accelerated curricula during school, and full-time summer programs. The purpose of this study was to examine related attitude and behavioral changes that may be attributable to the BioPrep Program. Questionnaire responses from BioPrep students were compared with those from a control group. Students were questioned on sources of information, school-related activities, family relationships, health care, careers, and attitudes toward rural living. The overall results of the analysis do not support a strong advantage for either the BioPrep or the control group, possibly because BioPrep was designed for academic-not behavioral or attitudinal-outcomes. Also, with so many outside variables competing for adolescents' attention, it is difficult to devise a program that will change attitudes or to adequately measure changes that do occur. Participation in BioPrep also may have presented problems for students in other areas of their lives. The data were inconclusive about the program's effects on students' behaviors, suggesting a need for a more in-depth evaluation. (TES)

ED 304 265 RC 016 980

Dia de los Muertos: An Illustrated Essay and Bibliography.
California Univ., Santa Barbara. University Library.
PUB DATE- 83
NOTE- 48p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Artists; Biographies; Cultural Activities; *Cultural Background; *Death; Essays; *Folk Culture; *Hispanic American Culture; Holidays; *Mexican Americans
IDENTIFIERS- Chicanos; Chicano Studies; *Dia de los Muertos; Lithographers; *Mexico; Posada (Jose Guadalupe)

Among Mexico's most original traditions is the holiday dedicated to honoring the dead, Dia de los Muertos, November 2. This tradition combines aspects that define the national spirit. At the same time that it is a solemn festivity to remember the dead, it becomes a fiesta in its own right. Death, more than a thing to be feared, becomes the motif around which to celebrate the joy of living. November 2 is a day when life and death become inseparable. The Day of the Dead has been celebrated in the Southwest since Mexican settlers arrived in the 18th century. Instead of disappearing amidst modern life and technology, this tradition has flourished in recent times and is now observed in most Chicano communities. The lack of information on the origin and meaning of this enduring tradition is the principal reason for publishing the materials presented here. An essay in Spanish by Luis Leal, with English translation by Gladys Leal, traces the history of the Day of the Dead, discusses Aztec and medieval Spanish influences, and describes the customs of the day. Reprinted from "Mexican Folkway" (1930) with English translation, a biographical sketch of Jose Guadalupe Posada, by Diego Rivera, tells about the artist who preserved this tradition in the visual arts with his satirical lithographs of the day's events. A 76-item bibliography, compiled by Salvador Guerena and Raquel Quiroz Gonzalez, aims to increase access to source information on this intriguing and little understood aspect of the Mexican/Chicano experience. This publication contains many illustrations, some by Posada. (SV)

ED 304 266 RC 016 981

Orum, Lori S.
Making Education Work for Hispanic Americans: Some Promising Community-Based Practices.
National Council of La Raza, Los Angeles, CA. Program Office.
PUB DATE- Apr 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Demonstration Programs; Educational Change; *Educational Improvement; Educationally Disadvantaged; Educational Objectives; Educational Quality; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; *Models; Outcomes of Education; *Outreach Programs; Parent Student Relationship; Program Development; Program Evaluation
IDENTIFIERS- Teacher Support Groups

This paper describes the work of the National Council of La Raza to improve education for Hispanic students and their families. It provides an overview of the council's Innovative Education Project, an effort to demonstrate and evaluate effective models for use by affiliated community-based organizations to improve educational outcomes for Hispanic students. The project stems from an examination of the educational status of Hispanics, signs of promise and some specific concerns raised by local communities. The five models used by the project include: the Academia del Pueblo; Project Success; Project Second Chance; Parents as Partners; and the Teacher Support Network. Three of the five models are designed to address student groups and special populations that have been determined to be the most "at-risk." The remaining two projects address the needs of parents and teachers, whose informed assistance is essential to improve children's educational outcomes. This paper reports on the progress of the program, and it provides information on the models themselves, including background about their development. It also offers some general impressions gathered during the process of demonstrating and evaluating these programs. The paper reflects the belief of La Raza that fundamental changes in the philosophy, structure, and practices of schooling are necessary if public schools are to improve education for Hispanic and other minority group students. The paper concludes that community-generated local projects can work effectively with parents and teachers to improve Hispanic children's school performance. (TES)

ED 304 267 RC 016 982

Hammett, Catherine T.
The Campcraft Book: A Beginner's Guide to Outdoor Living Skills. Revised Edition.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-059-2

PUB DATE- 80
NOTE- 190p.; This is a revision of "Your Own Book of Campcraft," published in 1950.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Adventure Education; *Camping; Equipment; *Experiential Learning; *Outdoor Activities; *Outdoor Education; Resident Camp Programs; Skills; Summer Programs
IDENTIFIERS- Fires; Hiking; Knot Tying; Recipes (Food); Survival Skills; Tools

This handbook contains information designed to help develop campcraft skills. This basic guide to outdoor living contains the following chapters: (1) Come On Out; (2) On the Trail; (3) Your Own Outdoor Equipment; (4) Campcraft Skills; (5) Fire Building and Fireplaces; (6) Outdoor Food; (7) Knotcraft; (8) Lashing; (9) Toolcraft; (10) Finding Your Way; (11) Camping Places and Gear; (12) Outdoor Manners; (13) Our Pioneer Heritage; (14) All Outdoors; (15) Around the Campfire; and (16) What's It Called? This book contains numerous illustrations and recipes. (ALL)

DOCUMENT RESUME

ED 304 268 RC 016 983

van der Smissen, Betty, Comp.; Brookhiser, Judy, Comp.
Bibliography of Research: Organized Camping, Environmental Education, Adventure Activities, Interpretative Services, Outdoor Recreation Users, and Programming.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-068-8
PUB DATE- 82
NOTE- 274p.; For the two earlier bibliographies, see ED 050 859 and ED 035 499.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- *Adventure Education; *Camping; *Environmental Education; *Outdoor Activities; *Outdoor Education; *Recreation; Recreational Programs; Research Projects

This bibliography of 2,170 theses and dissertations and 865 other studies updates the 1970 "Bibliography of Theses and Dissertations in Recreation, Parks, Camping, and Outdoor Education," published by the National Recreation and Park Association, and integrates the 1963 "Bibliography of Research" issued by the American Camping Association. The subject scope has been expanded to include adventure sports/activities, environmental education, interpretive services, and outdoor recreation users and programming. About half of the theses and dissertations were completed in the 1970s; 43 were completed prior to 1934. The theses and dissertations represent work done at 221 different institutions with 30 institutions having 20 or more listings. Theses and dissertations are usually available from the sponsoring institution. When another source is known it is given. In the case of documents available from the ERIC Document Reproduction Service or Xerox University Microfilms an order number is included in the citation. (SV)

Hanson, Bob, Ed.; Roemmich, Bill, Ed.
Stories for the Campfire: A Collection of Memorable Tales for Camp.
American Camping Association, Martinsville, Ind.
PUB DATE- 83
NOTE- 44p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Culture; *Camping; *Childrens Literature; Early Childhood Education; Elementary Secondary Education; Fables; Foreign Culture; Narration; Recreational Activities; Story Reading; *Story Telling; *Tales
IDENTIFIERS- *Adventure Stories; Ghost Stories
This book offers 46 children's camp stories, including stories about ghosts, adventure, other lands, humor, Indian fables, and stories with a moral. An introduction offers some background of the publication and a few tips on successful story-telling. The stories include: A Full Meal; A Fuzzy Tale; An Ameri-Indian's Ecological Lament and Prophecy; A Story With a Moral; A True Story; Climbing the Mountain; Fake Ghost Story; How the Chipmunk Got His Stripes; I Can Sleep Through a Storm; Napi and Old-Man (A Blackfoot Legend); Praying Hands; Rap, Rap, Rap; The Coffin; Scat the Cat; Taps: A Story of Two Brothers; The Bluebird, the Coyote, and the Magic Lake; The Choice; The Coin and the Cricket; The Contractor; The Deaf Man and the Traveler; The Elephant Rock; The Elephant's Child; The First Magic Moccasins; The Highwayman; The Last Escape; The Legend of Chief Cleawox; The Little Beetle; The Lost Skier; The Monkey's Paw; The Neighbors; The Peace Daughters of King Capilano; The Perfumed Lake; The Pioneers; The Scream of the Eagle; The Second Mile; The Skunk; The Spider; The Stone Crusher; The Story of the Old Ram; The Tale of the Lazy People; The Wall; The Wise Old Man; The Wolf and the Man; Trader Jim; Why the Catfish has a Flat Head; and Why the Wood Duck Has Red Eyes. (TES)

ED 304 270 RC 016 986

Winslow, Barbara
Spotlight on Camp Drama. Revised.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-053-3
PUB DATE- 79
NOTE- 24p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Camping; Creative Dramatics; *Drama; *Dramatics; Preadolescents; Resident Camp Programs; Summer Programs

This booklet presents information about developing a drama program for a summer camp. The booklet is divided into three parts. The first part deals with the drama program in camp and includes the following sections: (1) Why a Dramatics Program; (2) Principles for Success; (3) Two for the Price of One; (4) Do You Want to be Formal; (5) Creative Dramatics; and (6) Expansion of the Dramatic Situation. The second part deals with these administration concerns: (1) Sources for Drama Counselors; (2) Suggestions for Facilities and Equipment; and (3) Budget and Costs. The final section presents statements about camper growth through drama. A bibliography of several hundred items lists plays, anthologies, sketches, reviews, and books on makeup, puppets, and stagecraft. (ALL)

ED 304 271 RC 016 987

Auld, Margaret E.; Ehlke, Graceann

Guide to Camp Nursing: Qualifications, Responsibilities Outlined for the Professional Camp Nurse. Revised.

American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-028-2
PUB DATE- 85
NOTE- 46p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($4.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Camping; Day Camp Programs; Health Education; Health Facilities; Health Materials; *Medical Services; *Nurses; *Nursing; Outdoor Education; Qualifications; *Resident Camp Programs; Responsibility

This guide was developed to help the nurse in any outdoor setting or organized camp program serving children and youth to: (1) understand the responsibilities of camp nursing; (2) be aware of the nurse's relationships with the camp director and other workers; (3) relate the camp health program to the overall objectives of the camping program; (4) promote maximum health in the camping situation; (5) function in a variety of camp health situations, environments and programs; (6) help insure for each child the maximum benefit of a camping experience; (7) become acquainted with supplemental aids that enable the nurse's work to be done more effectively, and; (8) adapt basic nursing skills to the camping or recreational setting. This material is intended to be equally helpful to a volunteer or salaried nurse, working full- or part-time. This booklet also contains information for camp administrators establishing health programs and for agencies placing nurses for camp services. It discusses a camping organization's need for a nurse, nurse qualifications, and employment arrangements. It describes job satisfactions offered by the camping environment, proper health center planning, standard equipment and possible substitutes, record keeping, and health counseling. This booklet also describes a typical day at camp, the nurse's duties, nurse's role in medical examinations, special needs of campers, and emergency responsibilities. Appended is a list of suggested minimum standing orders. (TES)

ED 304 272 RC 016 988

Mackay, Joy
Raindrops Keep Falling on My Tent: The Rainy Day Book. Packed with Hundreds of Great Ideas of What To Do in Camp When It Pours.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-060-6
PUB DATE- 81
NOTE- 24p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($4.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Camping; Childrens Games; *Games; Recreational Activities; Recreational Programs; Resident Camp Programs; Summer Programs

This booklet lists numerous ideas to use for rainy-day camp activities, and many that are appropriate for other situations. Chapter 1, "Rain Can Be Beautiful" encourages planning for and a positive attitude about rain. It suggests ways to take advantage of rainy days to relax, read about camping skills, repair equipment, or test campcraft skills. Some activities that can continue in the rain are mentioned. Chapter 2, "All-Camp Activities" lists many rainy-day activities to involve the entire camp. Chapter 3, "Cabin Activities" presents mostly indoor activities for small groups within the camp. Chapter 4, "Individual Activities" suggests many projects for a camper working alone. This booklet contains a 55-item subject bibliography. (ALL)

ED 304 273   RC 016 989

Indian Education and the Proposed Transfer of Bureau of Indian Affairs Schools to Tribes or Local Governments. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee, One Hundredth Congress, First Session (Santa Fe, New Mexico, September 4, 1987).

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-100-731

PUB DATE- 88

NOTE- 199p.; Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Administrative Change; *American Indian Education; Elementary Secondary Education; Federal Aid; Federal Indian Relationship; Federal Legislation; Federal Programs; *Government Role; *Government School Relationship; Hearings; *Local Government; Politics of Education; Public Policy; States Powers; Treaties; Tribal Sovereignty

IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 100th; Local Autonomy

This congressional hearing, held at the Santa Fe (New Mexico) Indian School, addressed issues relating to the quality of education for American Indians. A central issue was a proposal transferring management of Indian schools from the Bureau of Indian Affairs (BIA) to tribes or local governments. Statements from federal and local authorities centered on the quality of education under the current BIA system. Included in the report are statements from local education officials and leaders from several tribes. An appendix includes letters, statements, and testimony expressing concerns about the proposal from school, community, and tribal leaders. Concerns about the proposed transfer of authority centered around educational quality, that is, whether there would be a reduction of services or funds after the proposed legislation was put into effect. Proponents of the transfer argued that it would mean increased local and tribal control over the BIA schools. Federal officials contended that the move was not a budget-cutting measure and said the BIA would still monitor many aspects of school construction and maintenance. Native Americans represented in the proceedings included members of the Navajo, Apache, and Pueblo nations. Attachments include data comparing test results of American Indian children in New Mexico with those of Hispanics and Anglos. There is also a history of the relationship between the federal government and the Jicarilla Apache Indians of New Mexico. The history focuses on Indian education. (TES)

ED 304 274 RC 016 993

Dunn, Lloyd M.
Bilingual Hispanic Children on the U.S. Mainland: A Review of Research on Their Cognitive, Linguistic, and Scholastic Development. Emphasizing Studies Involving the English- and Spanish-Language Versions of the Peabody Picture Vocabulary Test--Revised.

PUB DATE- 88
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Achievement Tests; Bilingual Education Programs; *Bilingualism; Children; Demography; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Hispanic Americans; *Intelligence Differences; Intelligence Quotient; *Intelligence Tests; Language Proficiency; Literature Reviews; Mexican Americans; Minority Group Children; Psychometrics; Puerto Ricans; Scores; *Spanish Speaking
IDENTIFIERS- *Peabody Picture Vocabulary Test (Revised); *Peabody Picture Vocabulary Test (Spanish); Wechsler Intelligence Scale for Children (Revised)

A review of research on the cognitive, linguistic, and scholastic development of mainland Hispanic-American children paints a dismal overall picture. Hispanics are the fastest growing ethnic group in the United States, 11% of the population in 1986; about 75% have Mexican ancestry. Less than half of Latin adults speak English well enough for the workplace, and 18% are illiterate. Studies involving English and Spanish versions of the Peabody Picture Vocabulary Test and other psychometric scales indicate that: (1) on tests given in English, Hispanic pupils consistently obtain an IQ of 88, compared to 85 for Blacks and over 100 for whites; (2) individual intelligence tests given in English predict school success as accurately for Hispanics as for other ethnic groups; (3) in contrast to monolingual agemates in Spain and Latin America, the rate of growth in oral Spanish skills of bilingual Hispanic-Americans falls off sharply with age; and (4) Hispanic-American children also have inferior skills in English. The poor test performance of mainland Hispanic students may be due to (1) test bias against minority group children (this stand is largely an emotional defense reaction); (2) bilingualism as a source of confusion for children with inferior language skills; (3) low socioeconomic status, poor environmental conditions, and rural origins; (4) genetic factors, including race; and (5) ethnic motivational and personality factors. Since bilingual education has failed, Spanish-speaking children should be taught oral Spanish in preschool, and then be immersed in English by age 6. In addition, Hispanic parents must emulate Asian-Americans and accept responsibility for their children's educational outcomes. This report contains 93 references. (SV)

ED 304 275 RC 017 016

Calhoun, Craig
North Carolina Today: Contrasting Conditions and Common Concerns.
Rural Education and Development, Inc., Chapel Hill, NC.
SPONS. AGENCY- North Carolina Association of Educators.
PUB DATE- 88
NOTE- 84p.; For related document, see RC 016 944.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cohort Analysis; *Demography; Ecological Factors; *Economic Development; Employment Patterns; *Futures (of Society); Participative Decision Making; *Policy Formation; *Population Education; Population Trends; Quality of Life; Racial Distribution; Resource Allocation; Social Services; *Sociocultural Patterns
IDENTIFIERS- *North Carolina

This report provides a statistical profile for thinking about education and development decisions in North Carolina. It profiles the state primarily in terms of population patterns, economy, labor force, education, and environment; secondarily in terms of health and social services, infrastructure and aspects of government performance. State and federal statistics and research projects by schools and businesses provide the informational base. The state's present condition is linked to recent historical trends and is compared to the rest of the United States as a whole and to Southern states as a region. Numerous maps and graphs illustrate various population characteristics, rates of population growth and distribution, trends in income and employment levels, concentration of land ownership, land values, sizes of businesses, education levels and expenditures, pollution levels, access to health care, infant mortality rates, and evidence of racial inequities. Issues shaping North Carolina's future are discussed, based on trend projections and considerations of current resources. Policies for social services, welfare benefits, and low- and moderate-income housing are critically examined. Education, the economy, and the environment are seen as interrelated, but unbalanced in terms of resource allocation. The presented data and other studies reveal a North Carolina that is rife with problems and rich with possibilities. Despite interests that vary according to region, class, race, occupation, and so forth, there must be an attempt to identify collective goals, to assess how effectively they are being pursued, and to encourage collective consideration of issues and the creation of strategies that work. (TES)

SE

ED 304 276 SE 050 189

Teacher's Resource Book for Weather. Grade 1. Revised.
Anchorage School District, AK.
REPORT NO.- SK-104
PUB DATE- 84
NOTE- 37p.; SE 050 190-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; *Earth Science; *Elementary School Science; *Grade 1; Meteorology; Primary Education; Temperature; Water; *Weather; Wind (Meteorology)
IDENTIFIERS- *Alaska (Anchorage)

The term weather is commonly used to refer to the condition of the atmosphere as it affects people's activities on the earth's surface. Four weather elements are considered in this unit: clouds, precipitation, temperature, and wind. This publication details the materials, objectives, supplemental materials, background information for the eight lessons in the first grade unit, a quiz, weather poems, and an evaluation of the unit. For each lesson objectives, materials, preparation, procedures, and reproducible worksheets are presented. Most information is presented in the context of Anchorage (Alaska). (CW)

ED 304 277 SE 050 190

Teacher's Resource Book for Sound. Grade 2. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
REPORT NO.- SK-204
PUB DATE- 84
NOTE- 21p.; For other "science kits" in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acoustics; Educational Resources; *Elementary School Science; Grade 2; Instructional Materials; *Physics; Primary Education; *Science Activities; Science Education; *Science Instruction

Listening to sounds is a very important way of learning about one's environment, but there is more to sound than just listening. Many educators feel that it is important for students to gain some understanding of the physical phenomena of sound. This teacher's guide contains lesson plans, background information, and activities designed specifically for use by primary school teachers. A list of the unit objectives, including the concepts and process skills, and activity materials appears at the beginning of the packet. Each of the four lesson plans highlights the objectives, materials, and procedures involved in the lesson. Lessons include: (1) "Introduction to Sound"; (2) "How Do Objects Make Sounds?"; (3) "Pitch" (metal strip activity and rubber-band guitars); and (4) "Traveling Sounds" an evaluation and two worksheets ("How We Hear Sounds" and a crossword puzzle), complete the document. (CW)

ED 304 278 SE 050 191

Teacher's Resource Book for Magnets. Grade 1. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-101
PUB DATE- 86
NOTE- 74p.; For other "science kits" in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Educational Resources; Electricity; *Elementary School Science; *Grade 1; Instructional Materials; *Magnets; Objectives; *Physics; Primary Education; Resource Materials; Science Instruction; Student Educational Objectives; Teaching Guides; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Electromagnets

This resource book introduces first-grade children to the world of magnetism and magnetic effects. The students are provided the opportunity to observe interactions between magnets, identify what materials a magnet will and will not attract, study magnetic fields, induce temporary magnetism, make an electromagnet, and use compasses. The 16 lessons include a materials list, student objectives, process skills, procedures, and worksheets. Three quizzes are provided along with a unit test. Historical and background information for the teacher is given along with an introduction to each activity. Types of related materials included are correlation of objectives with texts, available audiovisual materials, and suitable vocabulary. (MVL)

ED 304 279 SE 050 192

Teacher's Resource Book for Balloons and Gases. Grade 6. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-601

PUB DATE- 84

NOTE- 32p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Chemical Nomenclature; *Chemical Reactions; Chemistry; Curriculum Guides; *Elementary School Science; Environmental Education; *Grade 6; Instructional Materials; Reference Materials; Resource Materials; Resource Units; Science Instruction; Teaching Guides; Teaching Methods

IDENTIFIERS- *Balloons; *Gases

This resource book introduces sixth-grade children to the physical and chemical properties of gases. The unit begins with an investigation of acids and bases. Students then generate carbon dioxide, oxygen, and hydrogen, and investigate the properties of each. The unit culminates with an activity involving an unknown gas. Students conduct tests to determine the identity of the unknown gas by observing its properties and comparing them with the properties of known gases generated earlier. The lessons include investigations into the following concepts: (1) acids and bases; (2) neutralization; (3) flame tests; and (4) using limewater to test for carbon dioxide, and studying carbon dioxide, oxygen, and hydrogen. Each lesson includes objectives, materials needed, materials to be prepared, student procedures, and a worksheet. Reference materials include a listing of materials needed, supplementary audiovisual materials, a listing of correlated texts, vocabulary, an overview of unit objectives, safety precautions, and instructions for preparing solutions. A unit evaluation is also provided. (MVL)

ED 304 280 SE 050 193

Teacher's Resource Book for Animal Evidence/Tracks. Grade 4. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-401

PUB DATE- 84

NOTE- 34p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Animal Behavior; *Animals; Curriculum Guides; *Elementary School Science; *Environmental Education; *Grade 4; Instructional Materials; Intermediate Grades; Natural Resources; Reference Materials; Resource Materials; Resource Units; *Science Instruction; Teaching Guides; Teaching Methods

IDENTIFIERS- *Animal Tracks

This resource book introduces fourth-grade children to nature around them by studying animal tracks and other animal evidence. The lessons and concepts covered in this unit are designed to develop an awareness and appreciation of animals in our environment. Ten lessons are provided including: (1) identifying holes, tracks, and scratches; (2) making plaster casts, track books, track stories and stamps; and (3) fingerprinting. Evaluation materials are included with each group of lessons. A listing of reference materials includes vocabulary, audiovisual materials, correlated texts, books, an overview of unit objectives, general background information, and animal background information. (MVL)

ED 304 281 SE 050 194

Teacher's Resource Book. Small Things. Grade 5. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-502

PUB DATE- 84

NOTE- 25p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biological Sciences; *Biology; Cytology; *Elementary School Science; *Grade 5; Human Body; Instructional Materials; Intermediate Grades; Laboratory Equipment; Magnification Methods; Microbiology; *Microscopes; Resource Materials; *Science Instruction; *Teaching Guides; Teaching Methods

This document introduces fifth-grade children to the microscopic world, to the instruments needed to make it accessible, and to the appearance and structure of cells in nonliving as well as living things. Aims of the unit include providing children with an instrument which extends their senses in a radical manner, and leading them in using this instrument to see for themselves a much smaller level of organization of living and sometimes nonliving matter. The work is planned in such a way that children can discover for themselves whether the divisions they see in, for instance, an onion skin are found in everything or just in living things. Lesson topics include: liquid magnifiers; introduction to the microscope; onion cells; and epithelial cells. Background information for the teacher is provided along with an introduction to each activity. Types of related materials include correlation of objectives with several texts, available audiovisual materials, reference books, and suitable vocabulary. (MVL)

DOCUMENT RESUME

ED 304 282 SE 050 195

Water. An Environmental Learning Experience for Use at the Second Grade Primary Level. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-201

PUB DATE- 85

NOTE- 57p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation Education; Curriculum Guides; *Elementary School Science; Environment; *Environmental Education; *Grade 2; Instructional Materials; Natural Resources; Primary Education; Resource Units; *Science Instruction; Teaching Guides; Teaching Methods; *Water; Water Pollution; Weather

This resource book introduces second-grade children to the importance of water and the environment. The lessons and concepts covered in this unit are designed to develop an awareness of the importance of water in our lives, an awareness of some of the things water can do, and an awareness of our responsibility to help protect and conserve our water supply. There are eight 45-minute lessons and one lesson which takes a full day to complete. Each lesson includes the concepts involved, materials needed, time requirements, procedures, evaluation activities, and additional activities. Lesson topics include why we need water, weather, ice, snow, dissolving, evaporating, condensation, pollution, and conservation. A listing of reference materials includes 13 films, resource books, and children's books relating to water. Additional materials include cut-outs and badges for individual topics, related poems to be used with a creative writing activity, and background information along with a conceptual overview of each unit. (MVL)

ED 304 283 SE 050 196

Defendorf, Jean, Ed.
Weather. Third Grade. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 4 Jun 87
NOTE- 63p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Curriculum Guides; Earth Science; Educational Resources; *Elementary School Science; *Environmental Education; Environmental Influences; *Grade 3; Instructional Materials; Meteorology; Primary Education; Resource Materials; *Science Instruction; Teaching Guides; Teaching Methods; *Weather

This resource book introduces third-grade children to the environment by studying the weather and its effects. Lessons are provided including: (1) constructing a weather diary; (2) thermometers; (3) clouds; (4) barometric pressure; (5) wind vanes; (6) heating and cooling air; and (7) analyzing weather data. Each lesson includes a listing of materials, objectives, process skills developed, necessary teacher information, procedures, closure material, worksheets, and handouts. Many student-made weather related instruments are developed. Three quizzes and a unit test are provided. Reference materials include a listing of supplementary audiovisual materials, correlated texts, vocabulary, an overview of unit objectives, definitions of process skills, teacher background material, and general advice about weather instruments. (MVL)

ED 304 284 SE 050 197

Defendorf, Jean, Ed.

Sink or Float. Modified Primary. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 9 Feb 87

NOTE- 67p.; For other publications in this program see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Elementary School Science; *Experiential Learning; Instructional Improvement; Interdisciplinary Approach; Motivation Techniques; *Physical Sciences; Primary Education; *Science Activities; Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects; *Water

This publication provides information and activities for teaching about water, whether certain objects will sink or float, and process skills including observing, classifying, inferring, measuring, predicting, and collecting and interpreting data. There are 14 lessons in the unit. The first four lessons deal with the classification of objects and placing objects in serial order. Lessons 5 and 12 pertain to vocabulary development using crossword puzzles. Lessons 6 through 9 involve floating sinkers and sinking floaters, building clay boats, things that float, and why things float. Lessons 10, 11, 13, and 14 are designed to teach the concept of density. Also contained in this unit are: (1) a list of materials needed for activities; (2) a list of objectives by lesson; (3) teacher background information; (4) worksheets and two quizzes; (5) additional activities; and (6) reproducible take-home pages of activities. (RT)

ED 304 285 SE 050 198

Defendorf, Jean, Ed.
Shells. Modified Primary. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 30 Jan 87
NOTE- 66p.; For other publications in this program see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O.

Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Elementary School Science; *Experiential Learning; Instructional Improvement; Interdisciplinary Approach; Motivation Techniques; Primary Education; *Science Activities; *Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects
IDENTIFIERS- *Seashells

This publication provides information and activities for teaching about seashells and process skills including observing, classifying, collecting and interpreting data, inferring, measuring, and predicting. There are 10 lessons. Lessons 1 through 5 deal with an introduction to shells, why animals have shells, observing and classifying shells, the practice and expansion of classifying shells and naming common shells. Lessons 6 through 10 pertain to studying and taking a closer look at clams, bivalves, univalves, limpets, whelks, and cockles. Also contained in this unit are: (1) a list of materials needed for activities; (2) information on the use of process skill terminology with students; (3) a list of objectives by lesson; (4) a vocabulary list with definitions; (5) teacher background information; (6) worksheets, two quizzes, and a unit test; and (7) appendices A, B, and C which supply recipes, craft ideas, and additional teacher background information. (RT)

ED 304 286 SE 050 199

Simple and Complex Plants. Fourth Grade. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 86
NOTE- 160p.; For other publications in this program see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Botany; *Elementary School Science; *Grade 4; Instructional Materials; Intermediate Grades; *Plant Growth; Science Activities; *Science Curriculum; *Science Materials; Scientific Concepts; Teaching Methods; Units of Study
IDENTIFIERS- *Alaska

This unit contains 15 lessons on Alaskan plants for fourth graders. It describes materials, supplementary materials, use of process skill terminology, unit objectives, vocabulary, background information about five kingdoms of living things, and a webbing activity. Included are: (1) "Roots in Action"; (2) "Chlorophyll"; (3) "Respiration"; (4) "Looking Inside a Flower"; (5) "Will This Seed Really Grow?"; (6) "Growing Plants Without Seeds"; (7) "Plants as Food"; (8) "Classifying the Mushroom/Mushroom Spores"; (9) "Mold Gardening"; (10) "Yeast Are Alive"; (11) "Looking at Algae"; (12) "Looking at Diatomaceous Earth"; (13) "Seaweed"; (14) "Mosses"; and (15) "Ferns." (YP)

ED 304 287 SE 050 200

Simple Machines. Third Grade. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 30 Jun 87
NOTE- 59p.; For other publications in this program see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; *Experiential Learning; Grade 3; Instructional Improvement; Motivation Techniques; *Physical Sciences; Primary Education; *Science Activities; Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects
IDENTIFIERS- *Machines

This publication provides information and activities for teaching concepts about machines and process skills including observing, classifying, collecting and interpreting data, inferring, measuring, and predicting. There are 15 lessons. Lessons 1 through 5 deal with what machines are, measuring force with a spring scale, working with a lever, measuring force on a first class lever, and a second kind of lever. Lessons 6 through 10 pertain to activities on the wheel, the wheel and axle, gears, a fixed pulley, and a movable pulley. Lessons 11 through 15 are concerned with concepts involving the inclined plane, wedges and screws as inclined planes, compound machines, and a review exercise of what was learned in the unit. Also contained in the packet are: (1) a list of materials needed for activities; (2) information on the use of process skill terminology; (3) a list of objectives by lesson; (4) a vocabulary list with definitions; (5) teacher background information; and (6) worksheets, three quizzes, and a unit test. (RT)

ED 304 288 SE 050 201

Radishes and Rutabagas. Modified Primary. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 2 Feb 87
NOTE- 63p.; For other publications in this program see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Elementary School Science; *Experiential Learning; Graphs; Instructional Improvement; Interdisciplinary Approach; Motivation Techniques; Primary Education; *Science Activities; *Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects
IDENTIFIERS- *Vegetables

This publication provides information and activities for teaching about vegetables and process skills including observing, classifying, collecting and interpreting data, inferring, measuring, and predicting. There are 12 lessons. Lessons 1 through 5 pertain to growing, rinsing, and observing sprouts. Lessons 6 and 8 through 11 deal with tasting sprouts after growing them, planning a salad garden, planting vegetables, keeping a diary of the garden, and learning what is discerned about vegetables from using the senses. Lesson 7 is a worksheet to test knowledge. Lessons 12 through 17 are entitled: (1) "A Bunny Lunch"; (2) "Vegetables from One Form to Another" ("Potato in Another Form," and "Is It Still a Cabbage?"); (3) "A Vegetable Potluck"; (4) "It's Harvest Time" (and "Another Kind of Harvest"); (5) "Is This Jack's Beanstalk?"; and (6) "Ask an Expert." Also contained in this unit are a list of materials; information on the use of process skill terminology; a list of orjectives by lesson; a vocabulary list with definitions; teacher background information; and an appendix with directions for assembling a light source, recipes, and a sprout table. (RT)

ED 304 289 SE 050 202

Plants. Grade 1. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-103

PUB DATE- 88

NOTE- 28p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Botany; *Elementary School Science; *Grade 1; Instructional Materials; *Plant Growth; Primary Education; *Science Activities; *Science Curriculum; Science Interests; *Science Materials; Scientific and Technical Information; Scientific Concepts; Scientific Methodology; Units of Study

IDENTIFIERS- Alaska

This unit includes six lessons on plants for first graders. It provides a material list for 30 students, book list, unit introductions, schedules, and background information for teachers including evaluation and problem areas. Lessons include: (1) "Living and Non-Living Things"; (2) "Seeds and Other Things"; (3) "Sowing Seeds"; (4) "A Classroom Garden"; (5) "What Is Inside a Seed?"; and (6) "Watching Plants Grow." Each lesson describes objectives, teacher preparation, materials, and activity procedures. (YP)

Oliver, Valerie Smith; Sumner, Jim
Natural Science of Alaska Handbook. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 88
NOTE- 337p.; For other publications in this program see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Animals; Biology; Earth Science; *Elementary School Science; Geology; *Natural Resources; Natural Sciences; Reading Materials; *Science and Society; *Science Materials; Study Guides; Teaching Guides; Weather
IDENTIFIERS- *Alaska

This handbook is a collection of printed materials that are available to students about the geology, weather, plants, animals and people of Alaska. Topics included are: (1) "Alaska History Line"; (2) "Geography of Alaska" (including maps, rivers, and islands); (3) "Geologic Time"; (4) "Geology" (including plates, earthquake zones, permafrost, and glaciers); (5) "Survival" (including snow and avalanche); (6) "Light"; (7) "Auroras"; (8) "Weather"; (9) "Air Quality" (including temperature inversions); (10) "Hypothermia"; (11) "Giardiasis"; (12) "Native People of Alaska"; (13) "Plants"; (14) "Birds"; (15) "Fish"; (16) "Mollusks"; (17) "Crab"; (18) "Mammals" (including classification, bears, predators-prey, ungulates, and marine mammals); and (19) "Amphibians." The appendix contains "Prudhoe Bay Facts," including information on Prudhoe Bay field, Alyeska pipeline, Valdez marine terminal, Sohio and Alaska offshore potential, Sohio tracts, and Pacific Ocean perch life history. (YP)

ED 304 291 SE 050 204

Mystery Powders. Modified Primary . Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.
REPORT NO.- SK-301
PUB DATE- 3 Jun 87
NOTE- 78p.; For other "science kits" in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; *Experiential Learning; Instructional Improvement; Interdisciplinary Approach; Motivation Techniques; *Physical Sciences; Primary Education; *Science Activities; *Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects
IDENTIFIERS- Alaska (Anchorage)

This publication provides information and activities for identifying objects using the five senses and process skills including observing, classifying, collecting and interpreting data, inferring, and predicting. Lessons 1 through 3 deal with the identification of an unknown substance and the physical properties of powders. Lessons 4 through 6 are activities on mixing substances with water, vinegar and iodine. A heat test in which powders are subjected to the flame of a candle is done in Lesson 7. Lesson 8 consists of the analysis of data collected in previous lessons in order to reveal the nature of the unknown. Lesson 9 is a crossword puzzle worksheet. Lessons 10 and 11 involve students in identifying two unknowns, one consisting of a two-powdered mixture and the other a three-powdered mixture. Lesson 12 pertains to identifying three unknown liquids when given the names of two powders. Also contained in the unit are: (1) a material map; (2) a list of materials; (3) information on the use of process skill terminology; (4) a list of objectives by lesson; (5) a vocabulary list with definitions; (6) teacher background information; (7) worksheets, three quizzes, and a unit test; and (8) an appendix detailing extension ideas for language arts. (RT)

ED 304 292 SE 050 205

Defendorf, Jean, Ed.
Minibeasts and Butterflies. First Grade. Anchorage School District Elementary Science Program.
Anchorage School District, AK.

PUB DATE- 88
NOTE- 78p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Elementary School Science; *Experiential Learning; Grade 1; Instructional Improvement; Interdisciplinary Approach; Motivation Techniques; Primary Education; *Science Activities; *Science Curriculum; Science Experiments; *Science Instruction; Science Interests; Science Projects
IDENTIFIERS- Alaska (Anchorage); *Insects

This publication provides information and activities for teaching about insects and process skills including observing, classifying, collecting and interpreting data, inferring, measuring, and predicting. There are 13 lessons. Lessons 1 through 3 deal with insects, in general, and with moths and butterflies. Lessons 4 through 7 consist of activities on ants, their characteristics and developmental stages, and the mosquito. Lessons 8 and 9 are on mealworms and mealworm races. Lessons 10 through 12 pertain to bees: how they are useful, their body parts, and a "tasteful review." A review of insects is given on a worksheet for lesson 13. Also contained in this unit are: (1) a list of materials; (2) a list of objectives by lesson; (3) information on the use of process skill terminology with students; (4) a vocabulary list with definitions; (5) teacher background information; and (6) worksheets, two quizzes, and a unit test. (RT)

ED 304 293 SE 050 206

Geology. Grade 6. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 86
NOTE- 57p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Earth Science; *Elementary School Science; Environment; *Environmental Education; *Geology; *Grade 6; Instructional Materials; Intermediate Grades; Minerals; Natural Resources; Plate Tectonics; Resource Materials; *Science Instruction; Teaching Guides; Teaching Methods

This resource book introduces sixth-grade children to the environment by studying rocks and other geological features. Nine lessons are provided on a variety of topics including: (1) geologic processes; (2) mountain building; (3) weathering; (4) geologic history and time; (5) plate tectonics; (6) rocks and minerals; (7) mineral properties; (8) renewable and nonrenewable resources; and (9) oil. Each lesson includes a listing of materials, objectives, process skills developed, procedures, closure material, worksheets, and handouts. Three quizzes and a unit test are provided. Reference materials include a listing of supplementary audiovisual materials, a list of correlated texts, vocabulary, an overview of unit objectives, and definitions of process skills. (MVL)

ED 304 294   SE 050 207

The Five Senses. Kindergarten. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 86

NOTE- 46p.; For other publications in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biological Sciences; Elementary School Science; *Experiential Learning; Instructional Improvement; Interdisciplinary Approach; *Kindergarten; Motivation Techniques; *Perception; Preschool Education; *Science Activities; *Science Curriculum; Science Experiments; Science Instruction; Science Interests; Science Projects

This publication provides information and activities for teaching about seeing, hearing, tasting, smelling, and touch and process skills, including observing, classifying, collecting and interpreting data, inferring, measuring, and predicting. There are 12 lessons. Lessons 1 and 2 deal with classification using sight. Lessons 3 and 4 cover a book on touch and identification by touch. Lessons 5 and 6 present activities to recognize that the tongue is used to taste and the various kinds of tastes. Lessons 7 and 8 pertain to smell, descriptions of smells, and the use of the nose in smelling. Lessons 9 and 10 describe, compare, and identify sounds. A culminating activity involving the senses working together is in lesson 11. Students are required to make a booklet of their five senses. Also contained in this unit are: (1) a list of materials; (2) information on the use of process skill terminology; (3) a list of objectives by lesson; (4) teacher background information; and (5) worksheets, six quizzes, and a unit test. (RT)

ED 304 295 SE 050 208

Defendorf, Jean, Ed.
Exploring the Properties of Liquids. Grade 5. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 86
NOTE- 71p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; *Grade 5; Instructional Materials; Intermediate Grades; *Physical Sciences; Science Activities; *Science Curriculum; *Science Materials; Science Tests; Scientific Concepts; *Units of Study
IDENTIFIERS- *Liquids

This unit contains 14 lessons on the properties of liquids for fifth graders. It describes materials, supplementary materials, use of process skill terminology, unit objectives, vocabulary, and background information for teachers. Lessons are: (1) "Heaping and Drops/Cohesion"; (2) "Beading of Liquid Columns/Cohesion"; (3) "Reducing the Cohesive Force of Water"; (4) "Understanding Adhesion"; (5) "Understanding Surface Tension"; (6) "Measuring Surface Tension"; (7) "Surface Tension and Plate Size"; (8) "Capillary Action"; (9) "Water Volume versus Ice Volume"; (1) "Density of Water versus Density of Ice"; (11) "Melting Temperature of Ice"; (12) "Boiling Temperature of Water"; (13) "Freezing Temperature of Water"; and (14) "Crossword Puzzle--Unit Vocabulary Review." Each lesson provides a materials list, preparation, procedure, and a worksheet. Two quizzes and a unit test are included. (YP)

ED 304 296 SE 050 209

Electricity and Magnetism. Fifth Grade. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 88
NOTE- 125p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; *Elementary School Science; *Grade 5; Instructional Materials; Intermediate Grades; *Magnets; *Physical Sciences; Science Activities; Science Instruction; Teaching Methods

This publication presents the background, support documents, and the accompanying 16 units needed to teach electricity and magnetism to fifth grade students. Included are materials lists, a discussion of the use of process skill terminology, a list of unit objectives, a vocabulary list, background information for teachers, and the 16 units. Topics include static electricity; circuits; conductors, semiconductors, and insulators; resistance; fuses; magnets; magnetic fields; forces; compasses; electromagnets; motors; and safety. (CW)

ED 304 297 SE 050 210

Earth Science: Rocks. Grade 4. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

REPORT NO.- SK-404

PUB DATE- 81

NOTE- 19p.; For other "science kits" in this program, see SE 050 189-215.

AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Earth Science; *Elementary School Science; *Grade 4; Instructional Materials; Intermediate Grades; Science Activities; *Science Curriculum; *Science Materials; Scientific Concepts; Units of Study

IDENTIFIERS- *Rocks

This unit contains six lessons on rocks for fourth graders. It describes materials, supplementary materials (including films, units, and books) schedule, unit introduction, and background information for teachers. Lessons include: (1) "Rocks Are Everywhere"; (2) "Chart Making"; (3) "Things Are Breaking Up"; (4) "Laying It Down"; (5) "The Hot Ones"; and (6) "The Bends." Each lesson provides objectives, a materials list, preparation, and procedure. (YP)

DOCUMENT RESUME

ED 304 298 SE 050 211

Herminghaus, Trisha, Ed.
"Dinosaurs." Kindergarten. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 13 Apr 87
NOTE- 60p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Elementary School Science; Instructional Materials; *Kindergarten; Science Activities; *Science Curriculum; Science Interests; *Science Materials; *Scientific Concepts; *Scientific Methodology; Teaching Methods; Units of Study
IDENTIFIERS- *Dinosaurs

This unit contains 15 lessons on dinosaurs for kindergarten children. It provides a materials list, supplementary materials list, use of process skill terminology, unit objectives, vocabulary, six major dinosaurs, and background information. Lessons are: (1) "Webbing"; (2) "Introduction to the Big Six"; (3) "Paleontology and Fossils"; (4) "How Big Is Big?"; (5) "How Big Is a Dinosaur Bone?"; (6) "Dinosaur Habitat"; (7) "Dinosaur Stories"; (8) "Tell Dinosaur Tales"; (9) "Dinosaurs in Motion"; (10) "A Dinosaur Song"; (11) "Alike But Different"; (12) "Who Ate What"; (13) "Gone Forever"; (14) "Be a Dinosaur Poet"; and (15) "Group Drawing." (YP)

ED 304 299 SE 050 212

Butler, John, Ed.
Chemical Properties and Change. Fourth Grade. Revised. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
REPORT NO.- SK-403
PUB DATE- 30 Jan 87
NOTE- 63p.; For other "science kits" in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Elementary School Science; *Grade 4; Instructional Materials; Intermediate Grades; Laboratory Procedures; Lesson Plans; Physical Sciences; Process Education; *Science Activities; Science Curriculum; Science Instruction; Teaching Methods; Units of Study

In this unit students are asked to mix materials together and look closely at what happens. From this experience, plus teacher input, they are introduced to the concept that matter is made of small particles which cannot be seen, but can be manipulated. Students learn the difference between a physical and a chemical change and that there are four ways to tell when a chemical reaction has taken place: the formation of a gas; a change of color; formation of a solid; and the production of heat or light--fast or slow oxidation. This document contains the lists of materials needed to do the activities, a discussion of the use of process skills, a list of the unit objectives by lesson, vocabulary, teacher background information, ten lessons, three quizzes, a unit test, and supplementary information to teach chemistry to fourth graders. Each lesson also includes procedures and a reproducible worksheet. (CW)

ED 304 300 SE 050 213

Defendorf, Jean, Ed.
Aviation. Fifth Grade. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- 86

NOTE- 94p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aviation Vocabulary; *Elementary School Science; *Grade 5; Instructional Materials; Intermediate Grades; Laboratory Procedures; *Lesson Plans; Physical Sciences; Physics; Process Education; *Science Activities; Science Curriculum; Science Instruction; Teaching Methods; Units of Study

This unit of study is designed to teach the science of flight to students in the intermediate grades. Included are a list of materials for the unit, a discussion of the use of process skills, a list of unit objectives, vocabulary, teacher background information, 12 lessons, 5 quizzes, math problems, and a unit test. Lessons are oriented toward hands-on process learning. (CW)

ED 304 301　　　　　　SE 050 214

Defendorf, Jean, Ed.

Alaska Plants and Trees. Grade 3. Revised. Anchorage School District Elementary Science Program.

Anchorage School District, AK.

PUB DATE- 5 Mar 87
NOTE- 91p.; For other publications in this program, see SE 050 189-215.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Botany; *Elementary School Science; *Grade 3; Instructional Materials; *Plant Identification; Primary Education; Science Activities; Science Curriculum; *Science Materials; Scientific Concepts; Teaching Methods; Units of Study
IDENTIFIERS- *Alaska

This unit includes 15 lessons on Alaskan plants and trees for third graders. It describes materials, supplementary materials including books and films, use of process skill terminology, unit objectives, vocabulary, background information (including the information source), field trip organization, succession, and major plants. Included are: (1) "Classification"; (2) "Leaf Collection"; (3) "Leaf Classification I"; (4) "Leaf Classification II"; (5) "How Plants Get Water"; (6) "How Plants Get Food"; (7) "Adopt a Tree"; (8) "Investigating Twigs"; (9) "Budding Twigs I"; (10) "Budding Twigs II"; (11) "Tree Cookies"; (12) "Plant Identification (Field Trip 1)"; (13) "Plant Identification (Field Trip 2)"; (14) "Plant Identification (Field Trip 3)"; and (15) "Alaska State Tree/Alaska State Flower/Fireweed. Three quizzes are provided. Appendices include keys to the native common trees and common shrubs/woody plants in the Anchorage area, discussion starters, and illustrations of Alaskan plants and trees. (YP)

ED 304 302 SE 050 215

Herminghaus, Trisha, Ed.
Alaskan Animals. Grade 2. Anchorage School District Elementary Science Program.
Anchorage School District, AK.
PUB DATE- Jan 88
NOTE- 194p.; For other publications in this program, see SE 050 189-214.
AVAILABLE FROM- Anchorage School District, 4600 DeBarr Avenue, P.O. Box 196614, Anchorage, AK 99519-6614 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Elementary School Science; *Grade 2; Lesson Plans; Primary Education; *Process Education; *Science Activities; Science Instruction; Teaching Methods; Units of Study
IDENTIFIERS- *Alaska

This unit of study is designed to teach the science of wild animals to students in the primary grades. Included are a list of materials for the unit, a discussion of the use of process skills, a list of unit objectives, vocabulary, teacher background information, 13 lessons, 3 quizzes, and a unit test. Lessons are oriented toward hands-on process learning. An appendix includes "Tracks, Stamps, and Stories"; "At Home Thermometer"; and "Food Tasting Part." (CW)

Dickey, JoAnna Paterno; Clawson, Kenneth

Enjoyment and Value: Math Attitudes of Business and Elementary Education Majors.

PUB DATE- 88

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Business Education; *College Mathematics; *College Students; *Education Majors; Elementary Education; Higher Education; Majors (Students); *Mathematics; Mathematics Education; Mathematics Tests; Preservice Teacher Education; *Student Attitudes

This investigation compared the attitudes of business and elementary education majors on the enjoyment and value of mathematics. Fifty elementary education majors and 58 business majors participated. The mathematics attitude questionnaire contained two sections of questions: eight questions on the enjoyment of mathematics and eight questions on the value of mathematics. The attitude of enjoyment was not significantly different between the business and elementary majors. However, elementary education majors valued mathematics significantly higher than did the business majors. It was also found that both the elementary education and business majors value mathematics to a significantly higher degree than they enjoy mathematics. No significant differences were found between male and female business majors' enjoyment and value scores. (Author/YP)

ED 304 304 SE 050 322

Kohr, Richard L.; And Others

The Influence of Race, Class and Gender on Mathematics Achievement and Self-Esteem for Fifth, Eighth and Eleventh Grade Students in Pennsylvania Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Apr 87
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Racial Differences; Secondary School Mathematics; *Self Esteem; *Sex Differences; Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- *Pennsylvania

This integrative study of student socioeconomic status (SES), race and gender focused on mathematics achievement and self-esteem in the school context. Data for the study were derived from the Pennsylvania Educational Quality Assessment Program for the years 1981 through 1984. Analyses were conducted at the fifth, eighth, and eleventh grade levels. Replicable achievement differences in mathematics were observed across grade levels for student SES and race, but not for gender. The only replicable interaction to emerge was a relatively weak, but persistent SES by race effect that occurred for all analyses involving students attending low SES schools. Although achievement increased across student SES level for both white and black students the increment tended to be slightly larger for white students. Replicable differences in self-esteem occurred for student SES and gender. Race differences, in the form of a grade level by race interaction, occurred only within low SES schools. Supplementary analyses of mathematics achievement incorporating school SES and race were also performed. In addition to significant results for each main effect several interactions were found, the most prominent being a race by school SES effect, which occurred at each grade level. Tables and a list of references are included. (Author/YP)

ED 304 305 SE 050 324

Kupin, Jane L.; Whittington, Beverly R.
A Survey of the Use of Hand Calculators and Microcomputers in College Mathematics Classes. College Board Report No. 88-6.
College Board, New York, NY.
REPORT NO.- ETS-RR-88-9
PUB DATE- 88

NOTE- 36p.
AVAILABLE FROM- College Board Publications, 45 Columbus Avenue, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; *College Entrance Examinations; *College Mathematics; Computer Uses in Education; Higher Education; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Microcomputers; *National Surveys; Surveys; Undergraduate Study

To gather information for its response to the issue whether to allow the use of hand-held calculators on standardized mathematics tests, the staff at Educational Testing Service (ETS), under the sponsorship of the College Board, developed a questionnaire to poll teachers of college-level mathematics about calculator and microcomputer use in freshman mathematics courses. Four copies of the questionnaire were sent to the mathematics department chair in each of 392 colleges throughout mainland United States, Hawaii, and Puerto Rico. Respondents indicated a moderate use of the calculator in college mathematics courses. For instance, in approximately 40 percent of the courses represented, a calculator is needed for some of the homework. Calculator use is noticeably higher in the statistics courses than in other courses. Computers are not used in college mathematics classes as much as calculators are. Respondents varied greatly in their opinions about whether the use of calculators should be allowed on College Board mathematics examinations. Appendices include the survey questionnaire, summary of responses, comments, and a list of participating institutions. (YP)

ED 304 306 SE 050 331

Earthquakes: A Teacher's Package for K-6.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
REPORT NO.- FEMA--159
PUB DATE- Oct 88
NOTE- 321p.; Drawings may not reproduce well.
CONTRACT- EMW-87-C-2573
AVAILABLE FROM- National Science Teachers Association, Publications, 1742 Connecticut Ave., NW, Washington, DC 20009 ($15.00; Federal Emergency Management Agency--Earthquake Programs, 500 C Street, NW, Washington, DC 20472 (one free copy per school while supply lasts, send single copy request on school letterhead).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advance Organizers; *Earthquakes; *Earth Science; Elementary Education; *Elementary School Science; Experiential Learning; Instructional Materials; Integrated Activities; *Interdisciplinary Approach; Natural Disasters; Plate Tectonics; *Science Activities; Science Curriculum; Science Materials

Like rain, an earthquake is a natural occurrence which may be mild or catastrophic. Although an earthquake may last only a few seconds, the processes that cause it have operated within the earth for millions of years. Until recently, the cause of earthquakes was a mystery and the subject of fanciful folklore to people all around the world. This curriculum considers both scientific and popular explanations for the phenomenon, and discusses the pattern of earthquakes worldwide. The series of lessons in this teaching package are basically hands-on experiences which require materials already in the classroom or those that are easily located. The manual consists of six units: (1) "Defining an Earthquake"; (2) "Why and Where Earthquakes Occur"; (3) "Physical Results of Earthquakes"; (4) "Measuring Earthquakes"; (5) "Recognizing an Earthquake"; and (6) "Earthquake Safety and Survival." An appendix deals with information on the background of earthquakes including legends; definition; plate tectonic theory and occurrence; types of plate motion and detection; the book of legends; and the curriculum's scope and sequence chart. Reproducible materials are included for teacher use. (RT)

ED 304 307 SE 050 344

Johnson, David K.

Toward a Social Constructivist Epistemology: Introductory Remarks on the Social Philosophic Implications of Constructivism.

Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.

REPORT NO.- SRRI-207
PUB DATE- Dec 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; *Epistemology; *Individual Differences; *Learning Theories; Philosophy; *Social Cognition; Social Theories
IDENTIFIERS- *Constructivism

Some feel that a persistent shortcoming of the collective views of human action is that they often advocate a view of the individual as merely a bearer or token for the group to which he or she belongs. These theories do not account for individual choice. This project attempts to arrive at a general critique of individualism, drawing on a number of unit ideas which are contained in the term and attempts to contrast and defend a social conception of the individual. The discussions contained in this document describe many of the epistemologial and philosophical arguments for a theory of the social construction of reality. Topics include: (1) "The Radical Constructivist Perspective"; (2) "Relativism and Objectivism"; (3) "Fallibilism, Relativism and Rationality"; (4) "The Virtuous Circle"; (5) "Adaptation and Viability"; (6) "Social Constructivism and Language"; and (7) "Applications to Social and Political Philosophy." A list of 57 references is appended. (CW)

ED 304 308 SE 050 346

Brown, Lester R.; And Others
State of the World: 1989. A Worldwatch Institute Report on Progress toward a Sustainable Society.

Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-393-30567-8
PUB DATE- 89
NOTE- 271p.; Graphs and charts may not reproduce well.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave, Washington, DC 20036 ($9.95 paper; ISBN-0-393-02638-8 hard cover).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; Climate; *Conservation (Environment); Ecology; *Energy Conservation; *Environmental Education; Environmental Influences; *Environmental Research; Hazardous Materials; *Physical Environment; Pollution; *Science and Society; Scientific Research

There are more people being affected by environmental change than ever before. The deterioration of the earth's physical condition appears to be accelerating. This sixth in a series of annual reports is a collection of 10 essays detailing the major threats to global environmental security and possible responses to them. Included are: (1) "A World at Risk" (Lester R. Brown, Christopher Flavin, and Sandra Postel); (2) "Halting Land Degradation" (Sandra Postel); (3) "Reexamining the World Food Prospect" (Lester R. Brown); (4) "Abandoning Homelands" (Jodi L. Jacobson); (5) "Protecting the Ozone Layer" (Cynthia Pollock Shea); (6) "Rethinking Transportation" (Michael Renner); (7) "Responding to AIDS" (Lori Heise); (8) "Enhancing Global Security" (Michael Renner); (9) "Mobilizing at the Grassroots" (Alan B. Durning); and (10) "Outlining a Global Action Plan" (Lester R. Brown, Christopher Flavin, and Sandra Postel). The report concludes with a statement of the belief that the 1990s needs to be a turn-around decade. (CW)

ED 304 309 SE 050 352

Kellogg, Ted; Latson, Jon
Teaching Scientific Methodology through Microcomputer Simulations in Genetics. Final Project Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 39p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Classroom Techniques; *Computer Simulation; Computer Software; *Computer Uses in Education; Courseware; *Genetics; High Schools; Instructional Materials; Microcomputers; *Scientific Methodology; *Secondary School Science; *Teaching Methods
IDENTIFIERS- Apple II; BASIC Programing Language

There are two major concerns about the teaching of high school biology. One is the degree to which students memorize laws, facts, and principles, and the second involves the role of the classroom teacher. These aspects result in a discrepancy between the theory and practice of science education. The purpose of this report is to provide: (1) a recapitulation of the targets causing the difficulty, the rationale, and the research questions; (2) a chronology of 18 months of work; (3) descriptions of the instructional material, teacher training, software, and experiments performed; (4) research findings; and (5) provisional conclusions and relevant issues concerning the research. Teachers involved in the study stated that they would use the technique again. Pilot teachers admitted feeling more comfortable using the materials in teaching the second class than their initial class. Most teachers found that the higher level of thinking required and the use of the scientific method made the materials more appealing. About one in eight of the teachers preferred alternate materials or teaching strategies to this method. The appendices include suggested revisions of software, tally sheets, homework assignments, teacher pre/post questionnaires, a student post questionnaire, and student pre/post tests. A reference list is also cited. (RT)

ED 304 310 SE 050 360

Mandinach, Ellen B.
Self-Regulated Learning Substudy: Systems Thinking and Curriculum Innovation (STACI) Project.
Educational Technology Center, Cambridge, MA.
REPORT NO.- ETC-TR88-25
PUB DATE- Sep 88
NOTE- 56p.; Last page (in Appendix C) will be marginally legible because it contains broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Simulation; Physics; *Problem Solving; *Science Curriculum; *Science Instruction; *Science Materials; Science Programs; *Secondary School Science; Systems Approach
IDENTIFIERS- Self Regulation; Systems Thinking and Curriculum Innovation Project

The Systems Thinking and Curriculum Innovation (STACI) Project is a multi-year research effort intended to examine the cognitive demands and consequences of learning from a systems thinking approach to instruction and from using simulation-modeling software. The purpose of the study is to test the potentials and effects of integrating the systems approach into science and history courses to teach content knowledge as well as general problem solving skills. The project also examines the effectiveness of using STELLA, a simulation-modeling software program, as a tool by which to examine scientific and historical phenomena. The research focuses on learning outcomes and cognitive processing, particularly self-regulation, that are activated in an instructional environment that requires students to use high-order cognitive skills in the examination of dynamic phenomena. A total of 31 chemistry and 22 physics high school students were selected by criteria (course taking, ability, and gender), interviewed individually, and tape recorded. Appendices include: (1) "Self-Regulation Questionnaire"; (2) "Physics Problem"; and (3) "Chemistry Problem." (YP)

ED 304 311 SE 050 367

Removal of Radon from Household Water.

Environmental Protection Agency, Washington, D.C. Office of Research and Development.

REPORT NO.- OPA-87-011
PUB DATE- Sep 87
NOTE- 13p.; Colored print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cancer; *Disease Control; *Environmental Education; *Environmental Influences; Hazardous Materials; Health Education; *Radiation Effects; *Science and Society; *Water
IDENTIFIERS- *Radon

By far, the greatest risk to health from radon occurs when the gas enters the house from underlying soil and is inhaled. The U.S. Environmental Protection Agency (EPA) is studying ways to reduce radon in houses, including methods to remove the gas from water to prevent its release in houses when the water is used. While this research has not answered all the questions about household water treatment systems, current information that may be of immediate use to homeowners is available. This booklet is intended specifically for homeowners who suspect that the water they get from their own well, or water they receive from a water utility that uses well water, may be a significant source of radon in their homes. Discussions include sources of radon in water, testing for radon in water, control methods such as the granular activated carbon filter, and costs associated with radon control. EPA regional offices and state radon contacts are listed. (CW)

ED 304 312   SE 050 369

Elks, Ann Pharr
Increasing Utilization of an Educational Forest To Enhance Environmental Science Curriculum for Elementary Students.
PUB DATE- 87
NOTE- 136p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Conservation (Environment); Conservation Education; Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; *Forestry; *Inservice Teacher Education; Land Use; Natural Resources; *Outdoor Education
IDENTIFIERS- North Carolina

This practicum was designed to increase and expand the use of an environmental education center available in the Bladen Lakes State Forest in Elizabethtown, North Carolina. The immediate goal was to provide teachers with a new awareness of the offerings and availability of the site to increase the likelihood of participation with students. The primary goal was to enhance awareness and appreciation for the forest, its beauty, preservation, and management. The causes of lack of use were determined by surveying local teachers. The most prominent obstacles identified by the survey were removed by coordination of resources, county-wide planning, and inservice training. Teachers and students were provided with opportunities to learn in the forest. Teachers who participated in inservice training reported feeling more competent teaching the concepts, and students showed greater interest and gains in environmental knowledge after visiting the forest. (Author/CW)

ED 304 313 SE 050 370

Hintz, Marilyn; Ziegler, Jerry

That Figures. A Mathematics Resource Package for Intermediate Grades. Revised.

Kitchener-Waterloo Record, Kitchener (Ontario).

PUB DATE- 86

NOTE- 47p.; Drawings and pages with small print may not reproduce well.

AVAILABLE FROM- Kitchener-Waterloo Record, Newspaper in Education Coordinator, 225 Fairway Road, Kitchener, Ontario, Canada N2G 4E5 ($5.00 plus shipping).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arithmetic; Computation; *Elementary School Mathematics; Intermediate Grades; *Mathematical Concepts; *Mathematical Enrichment; *Mathematics Materials; Mathematics Skills; *Newspapers; *Problem Sets

This resource package deals with elementary level mathematics in daily living, substituting newspapers as a refreshing change from mathematics texts. A total of 40 exercises are intended to provide review and reinforcement for skills previously taught in formal lessons. Skill or concept areas included are: reading large numbers; basic operations; averages; graphing; graphing, ratio percent; fractions; scientific notation; percentages; percentages, ratio; perimeter; area; percentages, area; problem solving; and review. Each exercise has a related newspaper section, such as sports, national news, classified and display advertising, business and finance, weather reports, selected articles, homes, or entertainment. (YP)

DOCUMENT RESUME

ED 304 314 SE 050 371

Anderson, Bernice Taylor; And Others
Science Interests of Urban Seventh Graders.
PUB DATE- Feb 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (13th, Savannah, GA, February 23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Selection (Students); Educational Research; Junior High Schools; Middle Schools; *Science Curriculum; Science Instruction; *Science Interests; Scientific Attitudes; *Secondary School Science; *Secondary School Students; Student Centered Curriculum; *Student Interests; Student Participation; Urban Education

At the middle and elementary school levels, cultivating an interest in science has been considered an important goal. The primary aim should be to foster a desire for participation in science courses and activities. Research results suggest that schools do not provide a curriculum that supports science interests, and student attitudes toward science are increasingly negative. It was noted that students are seldom permitted to have input into determining science curriculum or the order in which topics are studied. This exploratory study was to examine upper urban elementary students regarding: (1) the degree of interest in exploring science issues; (2) student-indicated interests in science; (3) the extent to which students have input in selecting topics or projects for science classes; and (4) what science activities are of most interest to them. The findings indicated that a large proportion of the students expressed interest in studying science, exploring science issues, and studying topics of the human body, astronomy, animals, heredity, and electricity. Two-thirds of the students reported they seldom or never had input into the selection of class projects or topics. Included are tables showing student responses in percentage form and a list of references. (RT)

ED 304 315 SE 050 372

Be ker, Jerry P., Ed.; Miwa, Tatsuro, Ed.
Proceedings of the U.S.-Japan Seminar on Mathematical Problem Solving (Honolulu, Hawaii, July 14-18, 1986).
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Japan Society for the Promotion of Science.; National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 499p.; A few pages with drawings and small print may not reproduce well.
GRANT- INT-8514988
AVAILABLE FROM- Curriculum and Instruction, Southern Illinois University, Carbondale, IL 62901-4610 ($10.00 including postage and handling).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conferences; *Cross Cultural Studies; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematical Models; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; *Problem Solving; Secondary School Mathematics
IDENTIFIERS- Japan; Second International Mathematics Study

The main purposes of the seminar were to examine the present status of school mathematics problem solving; to explore classroom practice and what is known about research; to compare the situations appearing in textbook word problems; and to make plans for cross-cultural research in both countries. A paper from each country was presented during the eight sessions. The session topics were: (1) "The Present States of Problem Solving in the U.S. and Japan"; (2) "Classroom Practice of Problem Solving"; (3) "Comparison of Achievement"; (4) "Comparison of Situations Appearing in Word Problems"; (5) "Typical Word Problem Solving"; (6) "Pattern Finding"; (7) "Non-Routine Problem Solving"; and (8) "Mathematical Modelling." The closing session was an open discussion on the formulation of the seminar and joint cross-cultural research and the formation of a joint study group. A discussion of the findings and proposals is given, and an appendix includes examples of problems in mathematics for the entrance examinations to national and private universities in Japan. (YP)

ED 304 316   SE 050 373

Adams, Velma A., Ed.
Connecticut Assessment of Educational Progress 1984-85. Science Summary and Intrepretations.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 86
NOTE- 67p.; For earlier assessments, see ED 205 609-610.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biological Sciences; Earth Science; *Elementary School Science; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Physical Sciences; *Sciences; *Secondary School Science; State Programs; *Testing Programs; Test Interpretation; *Test Results; Test Use
IDENTIFIERS- *Connecticut Assessment of Educational Progress

The Connecticut Assessment of Educational Progress (CAEP) is modeled after the National Assessment of Educational Progress (NAEP) and has been in operation since 1971. This report is the culmination of a multi-year effort by the Connecticut State Department of Education to make its CAEP program even more useful to classroom teachers and other local district personnel in improving curriculum than it has been in the past. The 1984-85 Science Assessment was designed to determine what Connecticut students know about topics in life science, earth science, and physical science; how they are able to use the processes of science such as measurement, observation, making inferences, and designing experiments; and how they feel about their science experiences and the methods used to teach them. To highlight the importance of this instructional approach and to determine how well Connecticut students perform with various types of equipment necessary for learning science, a practical test was also administered. Grades 4, 8, and 11 were tested and those test results and interpretations are provided for four catagories: scientific inquiry; life sciences; earth and space sciences; and the physical sciences. Comparisons are provided for statewide, national, and regional results. A sample test is included. (MVL)

ED 304 317 SE 050 374

van der Werf, Margaretha

The Influence of a New Mathematics Curriculum on Girls' Choice of, Attitudes toward and Achievement in Mathematics in Secondary Education and University.

PUB DATE- 87

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; Attitude Measures; Course Selection (Students); *Females; Foreign Countries; Higher Education; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Tests; Secondary Education; *Secondary School Mathematics; *Sex Differences; *Student Attitudes

IDENTIFIERS- *Netherlands

In the Netherlands, girls and boys have equal educational opportunities but girls take less advantage of these opportunities than boys. This paper investigates the effects of a new mathematics curriculum on girls' choice of mathematics, attitudes toward mathematics, achievement in mathematics, choice of university study, and achievement in the university. A total of 44 schools as the experimental group, and 41 schools as the control group, were selected and matched on the variables of location, size, and ratio of boys to girls. Conclusions are as follows: (1) the new mathematics curriculum leads to more mathematics choice in high school by girls; (2) there is no attitude change toward mathematics; (3) the new mathematics curriculum does not lead to a smaller difference in achievement level between boys and girls than the old curriculum; and (4) the pretension of the new curriculum to make a better fit between high school and university cannot be supported. (YP)

ED 304 318 SE 050 375

Schachterle, Lance E., Ed.; Shanahan, Joan M., Ed.
Undergraduate Projects Linking Science, Technology and Society.

Interdisciplinary Programs and Activities, 1986-87. Interactions:8.
Worcester Polytechnic Inst., Mass.
PUB DATE- 87
NOTE- 120p.; Proceedings of the National Student Projects Competition in STS (1st), held in conjunction with the Annual Convention of the Society for the Social Studies of Science (12th, Worcester, MA, 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Conservation (Environment); *Environmental Education; *Program Descriptions; *Research Papers (Students); Science and Society; *Student Projects; Student Research; Undergraduate Study

In 1970, Worcester Polytechnic Institute (WPI) radically revised its curriculum by replacing specific course distributions with a new program, emphasizing projects at various levels. In instituting this change, faculty were especially concerned to encourage engineering, science, and management students to recognize how their professional work affects society at large. Thus the faculty adopted a unique degree requirement, the Interactive Qualifying Project (IQP). The IQP challenges students to define, investigate, and report on a topic of their choice relating science and/or technology to some social need or issue. This document describes the London Project Center at WPI; proceedings from a national science, technology and society competition; abstracts from 368 IQPs; and gives information on how to obtain the papers. In addition to providing abstracts for IQPs finished in 1986-87, this document also features award-winning projects and highlights activities in new project centers and programs. Also provided are abstracts of prize-winning student essays presented at a national competition held in conjunction with the international convention of the Society for the Social Studies of Science. (CW)

ED 304 319 SE 050 376

Le Resolution de problemes--defi des mathematiques--secondaire--premier cycle (Problem Solving Challenge for Mathematics. Junior High School Curriculum).

Alberta Dept. of Education, Edmonton.

REPORT NO.- ISBN-0-7732-0071-1
PUB DATE- 88
NOTE- 80p.; This document is the French version of ED 264 138.

Prepared by Language Services.
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Junior High Schools; Mathematics Education; *Mathematics Instruction; *Problem Sets; *Problem Solving; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *Alberta

This document is designed to assist teachers in helping students in further development of problem-solving skills. It consists of: a statement of purpose; an introduction (noting the place of problem-solving in junior high school mathematics curricula); a definition of problem-solving; a four-stage general framework for solving problems (which includes understanding the problem, developing a plan, carrying out the plan, and looking back); a list of strategies for each of the four stages; and ways to evaluate problem-solving. The major portion of the document consists of: (1) six sample problems which show how the strategies in the problem-solving model can be applied instructionally; (2) classroom problems, organized separately for grades 7, 8, and 9; (3) computer problems, which also use the steps in the four-stage model; and (4) challenge problems related to number systems, ratio and proportion, measurement, geometry, and algebra. Answers to the problems are provided. A bibliography and (in appendices) a framework for multiple-choice tests and methods for evaluating problem-solving performance are included. (CW)

ED 304 320 SE 050 377

Kendall, Ronald J.
Toxic Substances in the Environment. Second Edition.
REPORT NO.- ISBN-0-8403-2985-7
PUB DATE- 83
NOTE- 106p.; Drawings and photographs may not reproduce well.
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($8.95; B-402985-01).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Supplies; *Conservation (Environment); Ecology; *Environmental Education; *Environmental Influences;

*Hazardous Materials; Natural Resources; Pesticides; Physical Environment; Poisons; *Pollution; Public Health; Safety; Wastes

Modern society is very dependent upon numerous chemical substances. Chemicals have a wide variety of uses, including drugs to prolong our lives and pesticides to control insect and weed pests. Life would be drastically different without the availability of these chemical substances but, while the benefits of chemicals should be appreciated, the hazards they present to our health and to the health of the environment should also be taken into account. Most chemicals are safe when manufactured, transported, and used properly, but when they are mishandled or misused, they can threaten both the health of humans and the health of wildlife. In this book, some common chemicals used in society and the conditions under which some of these chemicals are dangerous are reviewed. The benefits of these chemicals, some problems they can cause, and how their harmful effects can be reduced or avoided are also discussed. (CW)

ED 304 321 SE 050 378

McLamb, Skip; Walton, Susan
Bibliography of Marine Education Software.
Computerized Marine Education Network, Chesapeake, VA.
PUB DATE- 88
NOTE- 23p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biology; *Computer Networks; *Computer Software; *Computer Uses in Education; Courseware; Earth Science; Ecology; Marine Biology; *Marine Education; *Science Instruction; Secondary Education; *Secondary School Science; Simulation; Water Pollution
IDENTIFIERS- Apple (Computer); IBM Personal Computer

A bibliography of marine-oriented commercial and public domain courseware has been maintained by the Computer Education Committee of the Mid-Atlantic Marine Education Association for several years. This compilation is provided to interested persons by an established network with the following purposes: (1) to review and critique commercial and public domain software appropriate for marine education; (2) to share teacher produced, student produced, and public domain software on marine related topics; and (3) to encourage the educational use of computers in the teaching of marine topics. The publication contains: an introduction; more than 60 annotated bibliographies of computer software, of which about 20 reviews are included; a list of publishers; and information on the Computers in Marine Education Network. Each entry provides a description of the program, title, publisher, intended audience, computer(s) used, and price. (RT)

ED 304 322 SE 050 379

Enochs, Larry G.
An Evaluation of the Search for Solutions Film Series: A National Survey.
Kansas State Univ., Manhattan.

PUB DATE- 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (St. Louis, MO, April 1988). Appendix may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; College Science; *Elementary School Science; Elementary Secondary Education; *Films; Higher Education; Problem Solving; *Programing (Broadcast); Public Television; *Sciences; *Secondary School Science; Student Attitudes; Surveys; Teacher Attitudes; Television Surveys
IDENTIFIERS- *Search for Solutions (Film Series)

The Search for Solutions (SFS) film series has been a popular and important component of many school science programs ranging from elementary to college level. Phillips Petroleum Corporation, funding agent for the SFS, reported that by 1984 some 26,000 schools, 83 percent of all public and private schools, had used the series. In addition, some 84 million students had viewed the films prior to January 1984. The continued popularity of the SFS series attests to its perceived effectiveness on the part of teachers. However, it is not clear just what effects on students, both in terms of achievement and attitudes, result from the series. In addition, many strategies have been developed by teachers to use this series. This evaluation was designed to assess teacher perceptions resulting from the use of the SFS series and to further determine various instructional strategies and their effectiveness. Items discussed include the background of the program, the survey development and administration, and qualitative and quantitative findings of the survey. A copy of the survey is included.

(Author/MVL)

ED 304 323 SE 050 381

Public Law 99-519: Title II--Asbestos Hazard Emergency Response.
Congress of the U.S., Washington, D.C.
PUB DATE- 22 Oct 86
NOTE- 23p.; May not reproduce well. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Environment; *Educational Facilities; *Elementary Secondary Education; *Federal Legislation; *Hazardous Materials; Laws; Legislation; Public Policy; *School Buildings; *School Safety

The Environmental Protection Agency's rule on local educational agency inspection for, and notification of, the presence of friable asbestos-containing material in school buildings included neither standards for the proper identification of asbestos-containing material and appropriate response actions with respect to friable asbestos-containing material, nor a requirement that response actions with respect to friable asbestos-containing material be carried out in a safe and complete manner once actions were found to be necessary. The purpose of this title is to: (1) provide for the establishment of federal regulations which require inspection for asbestos-containing material and implementation of appropriate response actions with respect to asbestos-containing material in the Nation's schools in a safe and complete manner; (2) mandate safe and complete periodic reinspection of school buildings following response actions, where appropriate; and (3) require the administrator to conduct a study to find out the extent of the danger to human health posed by asbestos in public and commercial buildings and the means to respond to any such danger. (CW)

ED 304 324 SE 050 383

The Carroll County Elementary Science Program: A Hands On Approach.

An AASA Staff Development Award Winning Program.

Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 9p.; For a related document, see ED 272 360.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; Elementary Education; *Elementary School Science; Experiential Learning; *Inservice Teacher Education; *Program Descriptions; Science Instruction; Teaching Methods; *Workshops

This staff development program was directed toward the implementation of a new, hands-on elementary science program. The primary focus was three-fold: (1) to train teachers to implement a new program; (2) to increase the time devoted to science instruction; and (3) to provide teachers with additional science content background. This approach significantly altered teacher behaviors both in the amount and kinds of science instruction they imparted to students. Data indicated that as a result of this staff development project, teachers implemented the new program at a rate and depth that far exceeded what is customary based upon national studies. This document includes a program overview, a discussion of the assessment of the program, and a discussion of program outcomes. (Author/CW)

ED 304 325 SE 050 384

East Coast Logo Conference '87 Proceedings (Arlington, Virginia, April 2-4, 1987).

International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-88736-195-1
PUB DATE- 87
NOTE- 247p.; Small print and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computers; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Instructional Materials; Mathematical Enrichment; Mathematics Materials; *Science Activities; Science Materials
IDENTIFIERS- *LOGO Programing Language; LOGO System

A total of 59 papers are compiled into these proceedings. The papers are organized alphabetically by each author's last name. A directory of speakers' names and addresses is included. In the index of this publication, papers are listed by session. General sessions are listed first, followed by 21 regular sessions: (1) "Logo and Music"; (2) "Logo Interactions"; (3) "Logo: FD to the Future"; (4) "Logo Connections"; (5) "Logo Environments"; (6) "Secondary Logo Integration"; (7) "Logolike Software and Other Compelling Media"; (8) "Special Goldenberg Session"; (9) "Building with Logo"; (10) "Logo and Robotics"; (11) "Logo in the Early Years"; (12) "Logo International"; (13) "Special Session: Vertical Logo Integration"; (14) "Elementary and Middle School Curriculum Applications for Logo"; (15) "Communicating through a Keyboard"; (16) "Thresholds and Ceilings"; (17) "Student Presentations"; (18) "Microcomputer Based Laboratories"; (19) "From the Classroom"; (20) "The Big Picture"; and (21) "Student Activities." There are nine "paper sessions" included. (YP)

ED 304 326 SE 050 385

Environmental Education in Denmark. Nation-Wide INSET Program for School Teachers 1988/89.

Royal Danish School of Educational Studies, Copenhagen (Denmark).

PUB DATE- Jan 87
NOTE- 13p.; Timetable and map may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Hazardous Materials; *Inservice Teacher Education; *Natural Resources; *Science and Society; *Secondary School Science; Workshops
IDENTIFIERS- *Denmark

Recent environmental events have produced an awareness of the problems caused by developing societies. Because of this, many feel that there is an increasing need to include environmental aspects in school lessons on a regular basis. This pamphlet focuses on an in-service program developed as a result of the efforts of a conference arranged in 1984 by the Danish Ministry of Education in cooperation with the Ministry of the Environment. The purposes of the conference were to draw attention to the need to give people a thorough knowledge of environmental issues; to draw attention to the social significance of the appreciation of nature, and to contribute to the debate related to the teaching of environmental education in elementary and junior high schools. Discussed are: (1) the central concerns of environmental education; (2) the purpose of an inservice program; (3) form and content of the inservice course; (4) study materials; (5) organizational structure; and (6) timetable. (CW)

ED 304 327   SE 050 386

Breiting, Soren; And Others
Environmental Education International Contributions 1988. Proceedings from the Research Center for Environmental and Health Education No. 5.
Royal Danish School of Educational Studies, Copenhagen (Denmark).
REPORT NO.- ISBN-87-87-315-63-7
PUB DATE- 88
NOTE- 86p.; Proceedings 1-4 are in Danish and not available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Hazardous Materials; *Inservice Teacher Education; Natural Resources; *Science and Society; *Secondary School Science; *Teaching Methods; Waste Disposal
IDENTIFIERS- *Denmark

The aim of the research program of the research center for environmental and health education is to promote an awareness of the interrelationship between society and its environment. This volume contains four papers which were given at various international meetings in 1988. Reported are: (1) Danish environmental education and school initiatives including inservice teacher education programs, 23 pilot programs, and two case studies (C. U. Christensen); (2) the Danish environmental education project (C. U. Christensen); (3) the ideology and developmental foundations of environmental education (S. Breiting); and (4) public perceptions of the nature of environmental programs and their solutions (L. Lorring, K. Nielsen, and K. Olwig). (CW)

ED 304 328   SE 050 389

Fien, John
Education for the Australian Environment. Bicentennial Australian Studies Schools Project Bulletin 6.
Curriculum Development Centre, Canberra (Australia).
PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- Principal Curriculum Officer, Curriculum Development Centre, P.O. Box 34, Woden, Australian Capital Territory, Australia 2606 ($5.00 Australian).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biological Sciences; Case Studies; *College Science; *Curriculum Development; *Environment; *Environmental Education; Foreign Countries; Futures (of Society); Interdisciplinary Approach; Outdoor Education; Science and Society; *Science Curriculum; *Science Instruction
IDENTIFIERS- *Australia

Connotations for the word "environment" have increased to include a wide range of meanings. It has become a political force with candidates of most major parties being very conscious of what is referred to as the "environment vote." In the classroom and society, "environment" is a controversial issue. For example, at one time, the rainforests and old colonial buildings could be taught about just for the pleasure and wonder it would bring Australian students. Today teachers have to be conscious that the Australian community is divided over how rainforests are to be used and that old colonial buildings often stand in the way of developmental progress of cities. Environmental education must accommodate these changes in the public perception of environment and its new place of importance in Australian society. This bulletin contains information to assist in teaching about, in, and for the Australian environment by: (1) outlining a rationale for Australian studies; (2) detailing the range of learning that might be considered essential for all students; (3) suggesting guidelines for handling some of the more problematic aspects of education; and (4) providing case studies of the work undertaken by students and teachers around Australia. (RT)

ED 304 329 SE 050 392

Chalk, Rosemary, Ed.
Science, Technology, and Society. Emerging Relationships. Papers from "Science," 1949-1988.
American Association for the Advancement of Science, Washington, D.C.
REPORT NO.- AAAS-88-12; ISBN-0-87168-332-6
PUB DATE- 88
NOTE- 265p.; Graphs and small print may not reproduce well.
AVAILABLE FROM- American Association for the Advancement of Science Books, P.O. Box 753, Waldorf, MD 20604 ($19.95; $15.95 to AAAS members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Altruism; *Ethics; Health Occupations; *Humanism; *Moral Values; National Security; *Philosophy; Risk; *Science and Society; Sciences; Social Influences; Social Values; Technology

The American Association for the Advancement of Science (AAAS) has necessarily played a major role in the debates over choices and responsibilities arising from the advances of science and its applications in a rapidly changing world. The editor of this volume has selected articles, editorials, and letters from the AAAS journal "Science," from 1949-1988, that deal with: (1) scientific freedom and responsibility; (2) the difficult ethical questions that have arisen in the practice of science and its applications; (3) the risks and benefits of new technologies and the making of decisions concerning them; (4) the conflict between the traditional openness of science and the pressures for secrecy arising from concerns over national security by government officials; and (5) other related matters. (MVL)

DOCUMENT RESUME

ED 304 330 SE 050 395

McCoy, Leah P.
General Variable Skill, Computer Programming and Mathematics.
PUB DATE- 88
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics; Mathematics Skills; Microcomputers; *Programing; *Science Programs; *Secondary School Mathematics
IDENTIFIERS- *General Variable Skill; Process Skills

The question of whether to teach computer programming to elementary and secondary students has been widely debated. This study examines the relationship between computer programming experience, mathematics experience, and general variable skill. The sample consisted of 46 students (aged 9 to 17) at a summer computer camp. The programming level was determined from results of a camp placement test as novice, intermediate, or advanced. Mathematics experience was defined as the number of years of algebra-and-above courses that students had completed. Variable skill was determined from scores on the General Variable Skill Test. This study reports that both computer experience and mathematics experience were significantly correlated with general variable skill. Further, the relationship of computer programming experience with general variable skill was stronger than the relationship of mathematics experience with the variable skill. (YP)

Arctic Science, Engineering and Education. Awards: Fiscal Years 1987 and 1988.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-88-129
PUB DATE- Dec 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Biological Sciences; College Science; *Earth Science; Engineering Education; *Environmental Research; *Financial Support; Foundation Programs; Government School Relationship; *Public Agencies; Research Projects; Science Programs; Sciences; *Scientific Research; Small Businesses
IDENTIFIERS- *Arctic

This document summarizes the dispersal of funds on Arctic research by the National Science Foundation during fiscal years 1987 and 1988. Major areas considered were: atmospheric sciences; oceanography; biological sciences; earth sciences; science and engineering education; small business research; engineering and permafrost; Arctic information and advisory services; and Arctic research commission. General funding for each area is provided for the two fiscal years with a list of each individual project in each area. Included is the name of the senior investigator and institution, the project title, the funding provided, and the award number. (MVL)

ED 304 332 SE 050 398

Grunig, Larissa A., Ed.
Environmental Activism Revisited: The Changing Nature of Communication through Organizational Public Relations, Special Interest Groups and the Mass Media. Monographs in Environmental Education and Environmental Studies, Volume V.
North American Association for Environmental Education, Troy, OH.
PUB DATE- Jan 89
NOTE- 128p.; For other publications in this series see ED 274 535.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *College Science; Conflict Resolution; *Environmental Education; *Hazardous Materials; Higher Education; *Mass Media Effects; Mass Media Role; Natural Resources; Nuclear Power Plants; Radiation Effects; *Undergraduate Students; Waste Disposal; *Wastes

The environmental movement of the 1960's and early 1970's resulted in unprecedented attention to environmental issues both in the mass media and in the scholarly literature. Interest has waned in recent years, with a concomitant erosion of coverage of what many consider enduring problems--particularly in water and air pollution and nuclear power. This monograph brings together both an historical perspective and a current picture of one critical element in the environmental-movement dynamic: the clash between environmental activists and their target organizations. Each chapter focuses on a different actor in that conflict--pressure groups, the media that cover them, governmental agencies with the power to regulate their opponents or the public relations practitioners employed by the organizations they oppose. All the chapters emphasize the role that communication plays in disputes between organizations and activists. Included are: (1) "Community Pluralism and Newspaper Coverage of a High-Level Nuclear Waste Siting Issue" (Sharon Dunwoody and Marshel Rossow); (2) "Media and Protest" (C. N. Olien, P. J. Tichenor, and G. A. Donohue); (3) "Today's College Youth--A Generation at Rest" (Mark A. Larson); (4) "A Situational Theory of Environmental Issues, Publics, and Activists" (James E. Grunig); and (5) "Activism in the Northwest: Surveying the Effects of Public Relations on Conflict Resolution" (Larissa A. Grunig). (CW)

ED 304 333 SE 050 413

Astrophotography Basics: Meteors, Comets, Eclipses, Aurorae, Star Trails. Revised.

Eastman Kodak Co., Rochester, N.Y.

REPORT NO.- P-150
PUB DATE- 88
NOTE- 25p.; Photographs and colored sections may not reproduce well.
AVAILABLE FROM- Eastman Kodak Company, Department 412L, 343 State Street, Rochester, NY 14650 ($2.00 each; minimum order $5.00 plus tax and shipping).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; Film Production; *Photographic Equipment; *Photography; *Science Activities; Science Interests; *Science Materials; Science Projects; Scientific and Technical Information; *Scientific Concepts
IDENTIFIERS- *Solar Eclipses

This pamphlet gives an introduction to the principles of astronomical picture-taking. Chapters included are: (1) "Getting Started" (describing stationary cameras, sky charts and mapping, guided cameras, telescopes, brightness of astronomical subjects, estimating exposure, film selection, camera filters, film processing, and exposure for basic astrophotography); (2) "Solar Eclipse" (discussing safety issues, filters for partial phases, focal length of lens, camera protection, exposure, what to photograph, telescope, camera support, filters, and exposure for still and movie cameras); and (3) "Lunar Eclipse" (presenting general procedures, exposure, and exposure recommendations). The appendix provides information on books, references, and supply sources. Many pictures, diagrams, and tables are provided. (YP)

ED 304 334   SE 050 414

Wu, Rosalind; And Others

Academic Achievement of Republic of China Students Using Old and New Mathematics and Science Curricula.

PUB DATE- 86
NOTE- 15p.; Paper presented at the Sino-Japanese Symposium on Science Education (Taipei, January 6-8, 1986). Contains light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; *Foreign Countries; Mathematical Concepts; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Tests; *Science Curriculum; Science Tests; Scientific Concepts
IDENTIFIERS- *Taiwan

This paper compares the old and new curricula of elementary mathematics and natural science in the Republic of China. This study, as the second phase of an evaluation period, tested a sample of the students while they were in the ninth grade and compared them to students who received the old curricula during their elementary studies. The data were gathered from 1,016 matched pairs of students for the national science and biology tests and from 968 matched pairs for the mathematics tests. Four instruments were developed for purposes of assessment: (1) elementary level mathematics achievement test; (2) secondary level mathematics ability test; (3) elementary level science achievement test; and (4) secondary level biology achievement test. There were significant differences on the elementary level mathematics test and the elementary level science test between the two groups of students, and no significant differences on the two secondary level tests. Differences by items and the results are discussed. (YP)

ED 304 335 SE 050 415

Tsui, George Chien-Chi

Curriculum Research, Development & Implementation in Elementary School Science and Mathematics in the Republic of China.

PUB DATE- 89

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Elementary School Mathematics; *Elementary School Science; Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education

IDENTIFIERS- *Republic of China

In 1972, the Ministry of Education in the Republic of China gave the Taiwan Provincial Institute for Elementary School Teachers Inservice Education primary responsibility for research and development (R&D) for all elementary school curricula. The project in science and mathematics was carried out in two phases. Phase I, R&D, has five stages: (1) "The Planning Stage," establishing an R&D committee gathering relevant curriculum data from local and foreign sources; (2) "The Design Stage," determining the curriculum model, teaching methods, and design of instructional media; (3) "The Development Stage," conducting three local and nationwide studies with teacher training and three revisions; (4) "The Pilot and Evaluation Stage"; and (5) "The Implementation Stage," including nationwide teacher training. Phase II focused on dissemination, implementation, and evaluation. Six unique aspects of this curriculum project are emphasized. (YP)

ED 304 336 SE 050 418

Curriculum and Evaluation Standards for School Mathematics.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-273-2
PUB DATE- Mar 89
NOTE- 258p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($25.00; 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Evaluation Criteria; *Mathematical Concepts; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Mathematics Tests; *Secondary School Mathematics; Standards

This document contains a set of standards for mathematics curricula in North American schools (K-12) and for evaluating the quality of both the curriculum and student achievement. In the introduction, the background, need, and overview of these standards are described. A total of 54 standards are divided into four categories: (1) "Curriculum Standards for Grades K-4"; (2) "Curriculum Standards for Grades 5-8"; (3) "Curriculum Standards for Grades 9-12"; and (4) "Evaluation Standards." Each group of curriculum standards contains a statement of what mathematics the curriculum should include and a description of the student activities associated with that mathematics. The evaluation standards are presented in three categories: general assessment, student assessment, and program evaluation. Each standard is elaborated on in a focus section followed by a discussion with examples. (YP)

ED 304 337 SE 050 419

Stedman, James B.
Dwight D. Eisenhower Mathematics and Science Education Act: An Analysis of Recent Legislative Action and Program Evaluations.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-24-EPW
PUB DATE- 10 Jan 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Educational Quality; Elementary School Mathematics; Elementary School Science; *Elementary Secondary Education; *Federal Aid; Financial Policy; Financial Support; *Government Role; *Mathematics Education; *Science Education; Secondary School Mathematics; Secondary School Science
IDENTIFIERS- Department of Education

Since 1985, Congress has provided the U.S. Department of Education with funds for a program to improve the availability and quality of math and science teachers at the elementary and secondary level. This effort was initiated in response to concern that the math and science skills of elementary and secondary school students were insufficient to meet the demands of the work place and to keep the Nation competitive in the international economy. In 1988, the Congress repealed the original authority for the program and authorized a somewhat modified version as the Dwight D. Eisenhower Mathematics and Science Education Act. The Eisenhower program is focused more fully on math and science education than the original. Evaluation data on the original version of the math and science program indicates that funds appear to have been spent largely on inservice training for current math and science teachers, not on activities to retrain personnel or attract new math and science teachers. Some localities used the funds to help meet new state requirements affecting math and science instruction. This report provides an overview of the Dwight D. Eisenhower Mathematics and Science Education Act, administered by the U.S. Department of Education. It analyzes program provisions, funding history, and program evaluations. (Author/CW)

ED 304 338 SE 050 421

Boswell, Anthony; Coan, Boyd

Teaching Thinking and Problem Solving. An Annotated Bibliography on Thinking Skills in Mathematics. A Cross-Laboratory Project on Teaching Thinking.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.; Pages with light print may not reproduce well. On cover pages, subtitled: "A Higher Order Thinking Skills Resource for Mathematics."
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; Metacognition; *Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Thinking Skills

This bibliography presents 21 references and abstracts for improving mathematics instruction in two ways. The first aim is to serve as a guide in locating higher-order thinking skills material in mathematics; the second is to encourage the integration of higher-order thinking skills techniques into the mathematics curriculum. Entries are included that address instruction at the elementary, middle, and high school levels. Also addressed are instructional issues related to problem solving, cognitive science, computer-assisted instruction, and metacognition. (YP)

ED 304 339 SE 050 422

Stiff, Lee V.

Sharing Successful Mathematics Programs Across the Southeast. A Catalog of Successful Math Programs Across Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 88
NOTE- 24p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement Programs; Demonstration Programs; *Elementary School Mathematics; Elementary Secondary Education; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Materials; Remedial Programs; *Secondary School Mathematics; Special Programs

This catalog describes 38 successful mathematics education programs in six states. In each program the site, content focus, grade level, program description, and address for contact are provided. Summary tables are organized by content focus; grade level; and by achievement level of students targeted by programs including special, remedial, average, and advanced. (YP)

ED 304 340 SE 050 424

Bretscher, Ann S.; And Others
Success or Failure: Variables Affecting Mathematics Performance.
PUB DATE- 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Developmental Education (13th, Cincinnati, OH, March 2-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Attitude Measures; *College Mathematics; Higher Education; High Schools; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Mathematics Tests; *Predictor Variables; *Sex Differences

This study explored the relationship between students' high school mathematics courses and grades; the affective variables--mathematics anxiety, effectance motivation, and attitude toward success; and performance in the first quarter developmental studies algebra course. The study reports significant differences between males and females on mathematics anxiety and attitude toward success. Regression analysis shows that high school grade point average, the effectance motivation, and grade in algebra II accounted for 21 percent of the variance in first quarter mathematics grade for the total sample (n=208). For males, the effectance motivation, high school grade point average, and Scholastic Aptitude Test (SAT) quantitative score contributed 31 percent of the variance; the grade in algebra II contributed 12 percent of the variance for females. Implications for mathematics educators and for counselors are discussed. A questionnaire for predictors of success in developmental studies mathematics is included in the appendix. (YP)

ED 304 341 SE 050 434

Hall, Donald A.; And Others
Intellectual Development, Science Anxiety, and Content Achievement in Preservice Elementary Teachers.
PUB DATE- 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Anxiety; Cognitive Ability; *Cognitive Development; Cognitive Structures; *College Science; Elementary Education; Elementary School Teachers; Formal Operations; Higher Education; *Preservice Teacher Education; *Process Education; Science Education; Teaching Methods

This study investigated preservice elementary teacher reasoning ability levels, science anxiety levels, and content achievement in a large midwestern university. Pretest and posttest measures were taken on three dependent variables: (1) reasoning ability (cognitive development); (2) science anxiety; and (3) science content achievement. In addition, relationships between reasoning ability, science anxiety, content achievement, microteaching experiences, and final grades were explored. A sample of 74 students enrolled in a science methods course for preservice elementary teachers participated in this study. There were significant differences, pretest-posttest, following 14 weeks of instruction in reasoning ability levels, science anxiety levels, and content achievement. The results of this study lend support to the notion that inquiry-oriented, hands-on, process-approach science activities which encourage social interaction may enhance formal reasoning skills. Furthermore, the evidence suggests science anxiety may be lessened and content achievement increased during these kinds of activities. These findings may be of particular interest to science educators since primary educational goals leading to more effective elementary science teaching include an increase in student reasoning ability and a decrease in science anxiety. (Author/CW)

ED 304 342 SE 050 435

Miller, Jon D.
Scientific Literacy.

PUB DATE- 17 Jan 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (San Francisco, CA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Evaluation Methods; Measurement Techniques; *Measures (Individuals); *Science and Society; *Scientific Literacy; *Secondary School Science; Surveys; *Technological Literacy; Technology

There is growing recognition in the industrialized world that scientific literacy is an important component of long-term economic growth and of effective citizenship. Virtually every major industrialized nation has, in recent years, examined its science and mathematics education system and many have taken steps to improve the scope and quality of scientific and mathematical understanding among school graduates. Measures of scientific literacy provide a general yardstick of the proportion of adults in a society who have sufficient skills and knowledge to function effectively in citizenship and consumer roles. Previous studies have found that relatively few citizens in the United States and other industrialized nations understand basic scientific terms or can make sense of conflicting arguments from experts on issues like nuclear power. Studies of recent high school graduates in the United States do not point to significant generational improvement. This paper focuses primarily on the data from the United States and outlines some improved measures of scientific literacy with bridges to past measures. Also included is a preliminary comparison with British data. (CW)

ED 304 343 SE 050 439

Endangered Species. Management Improvements Could Enhance Recovery Program. Report to the Chairman, Subcommittee on Fisheries and Wildlife Conservation and the Environment, Committee on Merchant Marine and Fisheries, House of Representatives.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Merchant Marine and Fisheries.

REPORT NO.- GAO/RCED-89-5

PUB DATE- Dec 88

NOTE- 101p.; Pages with drawings and small print may not reproduce well.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Case Studies; Conservation (Environment); *Endangered Species; *Environmental Education; Federal Regulation; *Government Role; *Legislation; Natural Resources; Public Agencies; Public Policy; Science Education; Wildlife; *Wildlife Management

IDENTIFIERS- *Endangered Species Act 1973

Extinction of animal and plant species has become a serious problem that threatens to become more acute in coming years. The endangered species program was established to prevent further extinctions and ultimately recover species designated as threatened or endangered through the development and implementation of species recovery plans. Concerned about possible program deficiencies, the Chairman, Subcommittee on Fisheries and Wildlife Conservation and the Envrionment, House Committee on Merchant Marine and Fisheries, asked the General Accounting Office to determine: (1) the extent to which domestic threatened and endangered species are recovering; (2) federal agencies' progress in developing recovery plans; and (3) whether recovery plans are being implemented. Discussed in this document are The Endangered Species Act of 1973; measurement and development of recovery programs; and guidelines and priorities. Appendices include 18 case studies and comments from the U.S. Departments of Commerce and the Interior. (Author/CW)

ED 304 344 SE 050 448

von Glasersfeld, Ernst
Knowing without Metaphysics: Aspects of the Radical Constructivist Position.
Kitchener-Waterloo Record, Kitchener (Ontario).
REPORT NO.- SRRI-208
PUB DATE- Jan 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Educational Philosophy; Educational Theories; *Epistemology; *Learning Processes; *Learning Theories; Philosophy; *Science Education
IDENTIFIERS- *Constructivism

Like any apparently novel approach to the basic epistemological problems of "knowledge," the constructivist ideas that have spread in the last 20 years continue to generate a host of negative as well as a few positive reactions. This document focuses on some aspects of Radical Constructivism, as distinct from "trivial" constructivism, and attempts to show that the major objections that have been raised against it are due to gross misinterpretation and turn out to be vacuous once the position is made a little clearer. Discussions include historical perspectives, key concepts of radical constructivism, perspectives on reality and knowledge, and learning as construction. A list of 29 references is included. (Author/CW)

DOCUMENT RESUME

ED 304 345 SE 050 451

Cobern, William W.
World View Theory and Science Education Research: Fundamental Epistemological Structure as a Critical Factor in Science Learning and Attitude Development.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 89
NOTE- 73p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). For related paper, see SE 050 452.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Elementary School Science; Elementary Secondary Education; *Epistemology; *Misconceptions; Philosophy; *Science and Society; *Science Education; Science Instruction; Scientific Attitudes; Secondary School Science; *Student Attitudes

Some interesting work currently being done in science education research is with scientifically misconceived ideas about the causes and mechanisms of natural phenomena. Though not stated explicitly, it can be inferred from the corpus of this misconception research that an assumption of homogeneity among students is made, even where there is gender, racial, and cultural diversity among students. Specifically, it is assumed that students come into secondary and college science classes with relatively homogeneous, fundamental views of the natural world, capable of assimilating and valuing modern scientific understanding when science knowledge is presented in traditional inquiry fashion. This paper is a theoretical work on the fundamental, epistemological structure of the mind, or more simply, world view. The researcher believes that it is a mistake to assume that there is worldview homogeneity in the typical classroom and that this assumption retards a more comprehensive understanding of factors that lead to science achievement and positive science attitudes. Specifically, the purpose of this paper is to present a logico-structural model of world view and to discuss its potential for use in science education research. Although this paper begins with a focus on science misconception research, it is intended that the relevance of worldview theory to other research interests become evident. (CW)

ED 304 346 SE 050 452

Cobern, William W.
Distinguishing Science-Related Variations in the Causal Universal of College Students' World Views.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 89
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). For related paper, see SE 050 451.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; College Students; Higher Education; Learning Strategies; Misconceptions; *Philosophy; Science Education; *Science Interests; *Science Tests; *Scientific Attitudes
IDENTIFIERS- *World View

An investigation derived from the logico-structural theory of world view was conducted for the purpose of examining the relationship between science interest and variations in the causal universal within college students' world views. This required the development of a special pen-and-paper instrument for detecting worldview variations in the causal universal. The instrument was based on the assumption that when a student is faced with an unfamiliar phenomenon, he or she is more likely to accept an explanation that is more consistent with his or her world view than an explanation of the phenomenon that is less consistent. The test involved making a choice between explanations that were scientifically-more and scientifically-less compatible. The test, along with a measure of science interest, was given to 120 college freshmen. The test, alone, was given to a group of professional scientists. The results suggested that there was considerable worldview variation among the students and that this variation was related to science interest. It was also found that even the students with science interests were less likely to choose a scientifically-more compatible explanation than were the professional scientists. It was concluded that the investigation lends corroboration to the logico-structural theory of world view. (Author/CW)

ED 304 347 SE 050 454

Griffiths, Alan K.; Preston, Kirk R.

An Investigation of Grade 12 Students' Misconceptions Relating to Fundamental Characteristics of Molecules and Atoms.

PUB DATE- 89
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Atomic Structure; *Chemical Bonding; *Chemistry; Cognitive Processes; Energy; Grade 12; High Schools; Interviews; Learning Processes; *Misconceptions; Molecular Structure; *Scientific Concepts; *Secondary School Science

An understanding of the concepts of atoms and molecules is fundamental to the learning of chemistry. Any misconceptions and alternative conceptions related to these concepts which students harbor will impede much further learning. This paper identifies misconceptions related to the fundamental characteristics of atoms and molecules which Grade 12 students hold. Data were obtained by administration of semi-structured individual interviews to a stratified random sample of 30 students of differing abilities and backgrounds in science. Fifty-two misconceptions were observed and are reported. These are grouped into 11 categories relating to structure, composition, size, shape, weight, bonding and energy of molecules and structure, shape, size, weight and animistic perceptions of atoms. Many of the misconceptions identified parallel historical ideas of science. (Author)

SO

ED 304 348 SO 018 822

Oral History: A Guide to Methodology Including the Case Study. Onondaga Valley Oral History Project.

Onondaga Public Library, Syracuse, NY.

PUB DATE- 87
NOTE- 13p.; Prepared at Betts Branch.
AVAILABLE FROM- Onondaga County Public Library, 447 S. Salina St., Syracuse, NY 13202 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Study; *Local History; Methods; *Oral History; Primary Sources; Program Guides
IDENTIFIERS- *Historical Methods; *Onondaga Valley Oral History Project NY

Oral history, a branch of historical research, is defined as a method of gathering and preserving historical information in the spoken form and preserving these spoken words with modern technology. This booklet chronicles the development of oral history and describes the role of the Onondaga County (New York) Public Library's Betts Branch as custodian of the Onondaga Valley (Syracuse, New York) Oral History Project. This project's guidelines are presented in terms of: (1) preliminary steps; (2) required equipment and materials; (3) public awareness; (4) interview preparation; (5) interview process; and (6) methods of transcribing the interviews. A sample of the project's release form and a nine-item bibliography are included. (JHP)

ED 304 349 SO 019 515

Ward, Wanda E.; And Others

Multidimensional Delay of Gratification and Academic Achievement.

PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Behavioral Science Research; *Delay of Gratification; Higher Education; Politics; Psychological Evaluation; Psychological Testing; Student Interests; *Undergraduate Students; White Students

Delay of gratification, or the ability to endure self-imposed barriers to achieve particular goals, was tested through a series of surveys given to 151 white undergraduates in an introductory psychology course at a university in the southwestern United States. The study examined the multidimensionality of delay of gratification and was concerned with the sociopolitical dimension and the relationship of academic oriented delay to academic achievement. The survey instruments were designed in the traditional forced-choice format in which two alternatives were presented, one representing delay of gratification and the other representing immediate gratification. The results were then compared to surveys given in an earlier study to black student leaders and found to be similar. Future research should focus on the sociopolitical dimension to provide a better understanding of the psychological complexity of human decisions and behaviors. Two tables and three references are included. (DJC)

ED 304 350 SO 019 521

Lisack, J. P.
The Changing Face of America: Population, Education, and Socio-Economic. Manpower Report 87-6.
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
PUB DATE- 27 Jun 87
NOTE- 45p.; Paper presented at the Annual Conference of the State Education Editors (San Francisco, CA, June 23-27, 1987). For related document, see ED 275 853. Graphs may not reproduce well.
AVAILABLE FROM- Office of Manpower Studies, Purdue University, Knoy Hall Room 379, West Lafayette, IN 47907 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Census Figures; Educationally Disadvantaged; *Educational Status Comparison; *Employment Opportunities; Functional Literacy; Hispanic Americans; *Minority Groups; Population Growth; *Population Trends; Social Indicators; *Socioeconomic Status; Trend Analysis

This Manpower Report presents charts and graphs that reflect the increased growth of U.S. minority populations and discusses this growth in terms of population distribution and change, education, socio-economic trends, employment trends, and literacy. By the year 2000, the U.S. population will be less than 76 percent White and more than 24 percent minority. The minority student populations of Blacks, Hispanics, and Native Americans are rapidly increasing, especially in urban areas. Their school graduation rates remain low while their dropout rates continue to rise. The academic achievement of these minority students is well below that of most White students. The percentage of Blacks and Hispanic students living in poverty is high. Unwed teenage pregnancies are rising, and a recent study links academic failure with teenage pregnancies. Nearly one-half of Black households are headed by a female and more than two-thirds of all children living in female-headed households receive government assistance. Education level is linked to employment, and future workers without any post-secondary education or training are likely to find themselves employed in temporary positions or unemployed. Any discussion of employment and workers must include the serious problem of illiteracy (defined as reading below the eighth grade level) and its impact on the economy. It is estimated that 13 percent of the U.S. adult population may be illiterate and 40 percent marginally illiterate. (DJC)

ED 304 351 SO 019 531

Historic Pennsylvania Leaflets No. 1-41. 1960-1988.
Pennsylvania State Historical and Museum Commission, Harrisburg.

PUB DATE- 88
NOTE- 166p.; Leaflet No. 16, not included here, is out of print. Published during various years from 1960-1988.
AVAILABLE FROM- Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Historical Materials (060)
DESCRIPTORS- History; Pamphlets; *Social Studies; *State History
IDENTIFIERS- Historical Explanation; *Historical Materials; *Pennsylvania

This series of 41 pamphlets on selected Pennsylvania history topics includes: (1) "The Pennsylvania Canals"; (2) "Anthony Wayne: Man of Action"; (3) "Stephen Foster: Maker of American Songs"; (4) "The Pennsylvania Rifle"; (5) "The Conestoga Wagon"; (6) "The Fight for Free Schools in Pennsylvania"; (7) "Thaddeus Stevens: Champion of Freedom"; (8) "Pennsylvania's State Houses and Capitols"; (9) "Harrisburg: Pennsylvania's Capital City"; (10) "Pennsylvania and the Federal Constitution"; (11) "A French Asylum on the Susquehanna River"; (12) "The Amish in American Culture"; (13) "Young Washington in Pennsylvania"; (14) "Ole Bull's New Norway"; (15) "Henry Bouquet and Pennsylvania"; (16) (out of print); (17) "Armstrong's Victory at Kittanning"; (18) "Benjamin Franklin"; (19) "The Allegheny Portage Railroad"; (20) "Abraham Lincoln and Pennsylvania"; (21) "Edwin L. Drake and the Birth of the Petroleum Industry"; (22) "Painting in Pennsylvania: Part 1, The Province and Early Commonwealth"; (23) "Painting in Pennsylvania: Part 2, Since the Eighteen-Thirties"; (24) "The Walking Purchase"; (25) "Albert Gallatin: Master of Finance"; (26) "William Penn in Pennsylvania"; (27) "Conrad Weiser: Holder of the Heavens"; (28) "James Buchanan"; (29) "The Underground Railroad"; (30) "Centennial Exhibition of 1876"; (31) "Pennsylvania Archeology: An Introduction"; (32) "Chief Cornplanter"; (33) "Pennsylvania's Roads before the Automobile"; (34) "Pennsylvania's Roads: The Twentieth Century"; (35) "The Liberty Bell"; (36) "Simon Cameron"; (37) "The Battle of Brandywine"; (38) "The Battle of Germantown"; (39) "Gifford Pinchot"; (40) "The Battle of Wyoming and Hartley's Expedition"; and (41) "The Sullivan and Brodhead Expeditions." (JHP)

ED 304 352 SO 019 569

Newmann, Fred M.; And Others
Higher Order Thinking in High School Social Studies: An Analysis of Classrooms, Teachers, Students, and Leadership.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 222p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Critical Thinking; High Schools; *High School Students; Research Projects; *Secondary School Curriculum; *Secondary School Teachers; *Social Studies
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

The papers in this report present selected findings from one phase of a five-year study on how to enhance higher order thinking skills in high school social studies classes. The study's purposes were to determine why it is difficult to emphasize these skills in social studies curriculums, what the barriers are, and how to overcome them. Five demographically diverse high schools were selected for the study. The results provided in six chapters include: (1) "The Curriculum of Thoughtful Classes" (F. Newmann); (2) "Exploring Aspects of Teachers' Thinking about Promoting Students' Thinking" (J. Onosko); (3) "Classroom Practices of High and Lower Scoring Teachers" (J. Onosko); (4) "Student Perspectives on Cognitively Challenging Curriculum" (R. Stevenson); (5) "Student Perspectives on Engaging Curriculum" (R. Stevenson); and (6) "Departmental and Principal Leadership in Promoting Higher Order Thinking" (C. McCarthy; F. Schrag). Findings indicate that classroom thoughtfulness in social studies can be assessed and can occur at high levels in conventionally organized high schools among students of all grade and achievement levels. Tables and references are included. (JHP)

Smith, Robert Charles; Lischin, Stevi
Intercultural Relations and the Development of Global Leadership.
Project for Intercultural Development, Highlands, NJ.
PUB DATE- 22 Oct 87
NOTE- 36p.; Lecture presented at Queen's College, Cambridge University (Cambridge, England, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Training; Cultural Awareness; *Cultural Interrelationships; Ethnocentrism; Futures (of Society); *Global Approach; Intercultural Communication; International Cooperation; *International Relations; *Leadership Qualities

Major worldwide trends point to increased global interdependency and interrelatedness, to a growing need to overcome barriers that separate cultures, and to the development of new leadership that is culturally fluent and aware of cross-cultural opportunities and problems. This paper addresses major global-related questions and trends and the development of a "cultural mind" that considers differing values and assumptions, time orientations, ways of thinking, and decision-making styles. The role of the Project for Intercultural Development in helping to overcome these differences and ethnocentrism is discussed, and the dimensions of culturally fluent leadership are highlighted in terms of: (1) self-understanding; (2) knowledge of other cultures; (3) beliefs in the roles of synergy and change; (4) perspective and vision; (5) communication and empathy; (6) technical and professional skills; (7) process skills; and (8) leadership abilities. The current state in the development of culturally fluent leaders is explored in terms of schools, universities, corporations, communities, specific programs, and planning for the future. Three figures and 31 references are included. (JHP)

ED 304 354 SO 019 599

Tohidi, Nayereh
Women and Revolution in Iran: Lessons To Be Learned.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; Developing Nations; *Females; Foreign Countries; *Islamic Culture; Position Papers; *Religious Factors; Revolution; Social Studies; Social Values; *Traditionalism
IDENTIFIERS- *Iran; Islam

During the Iranian Revolution of 1979, millions of Iranian women left their homes and entered the public sphere, but their public presence was soon restricted with the ascension to power of the Ayatollah Khomeini. For Westerners the Iranian women's seemingly easy acceptance of the forced wearing of the veil (chador) appeared to be their ultimate concession to repression. But the acceptance of the veil was considered a minor concession as the women focused on the greater task of disposing the Shah. In addition to the law requiring the "hejab" (complete covering of a woman), other religious-based laws that discriminated against women were reinstated. The continued support of Khomeini and Islamic traditionalism by women must be seen in the context of the past and the social classes and social contexts of Iran today. The Westernization of Iran encouraged under the Shah challenged the middle class and peasant women's traditional lifestyle, religious beliefs, and cultural identity while it failed to meet their needs. These women eagerly embraced the traditional practices. Westerners are reminded that religious fundamentalism and the suppression of women occur in many nations undergoing revolution. An 11-item bibliography is included. (DJC)

ED 304 355 SO 019 604

Duffus, James, III; And Others
Cultural Resources: Implementation of Federal Historic Preservation Program Can Be Improved. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
REPORT NO.- GAO/RCED-88-81
PUB DATE- Jun 88
NOTE- 83p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Federal Regulation; *Preservation; *Program Evaluation; Public Agencies; Summative Evaluation; United States History
IDENTIFIERS- Historical Landmarks; Historic Sites; *National Historic Preservation Act 1966

This report summarizes the General Accounting Office's (GAO) review of six federal agencies' compliance with the National Historic Preservation Act of 1966 and its 1980 amendments. The six agencies have not fully complied with their responsibilities and, as a result, federally owned or managed historic properties have been damaged or allowed to significantly deteriorate. Specifically, the report states that the Secretary of the Interior has not established an adequate preservation training program for the department and that the six agencies have not been adequately protecting, preserving, and maintaining some of their properties. These agencies believe that they need better guidance from the Secretary of the Interior's office and more specific program funding. The GAO recommendations include: (1) ensuring that historic properties be given preference over nonhistoric properties; (2) establishing agency-wide time frames to locate, inventory, and nominate historic properties; and (3) emphasizing that properties must be adequately protected, preserved, and maintained. Appendices contain: (1) Section 110 of the amended National Historic Preservation Act of 1966; (2) a list of the reviewed sites; (3) a list of service awards; and (4) response comments to the GAO's evaluation. Four black and white photographs are included. (DJC)

ED 304 356 SO 019 637

Bill, James A.
The Shah, the Ayatollah, and the United States.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-120-X
PUB DATE- Jun 88
NOTE- 76p.; Excerpted from James A. Bill's "The Eagle and the Lion: The Tragedy of American-Iranian Relations" published by Yale University Press, April, 1988.
AVAILABLE FROM- Foreign Policy Association, Inc., 729 Seventh Ave., New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *International Relations; Political Power; *Politics; Revolution; Terrorism
IDENTIFIERS- Carter Administration; *Iran; Iraq; Khomeini (Ayatollah Ruhollah); Pahlavi (Shah Reza); Policy Implications; *Political Analysis

This document outlines the political turmoil in Iran in the 1970s and 1980s and Iranian-U.S. relations during this period. Chapter 1 outlines the Shah Reza Pahlavi's concern over U.S. President Jimmy Carter's election, the beginnings of the Islamic religious revival, and U.S. Secretary of State Cyrus Vance's visit to Iran in May 1977. Chapter 2 describes events leading up to the 1979 Iranian revolution, the abdication of the Shah, Ayatollah Ruhollah Khomeini's assent to power, U.S. diplomats' visits to Iran, and the various errors committed by the Carter administration. Political instability, violence, and terrorism are the focus of chapter 3, and the rule of the moderates (1979-81), the assassination of the political elites, the planned destruction of the Tudeh Party, Khomeini's political strategies, and major U.S. political errors are described. The hostage crisis and the 1980 abortive U.S. rescue mission are presented in chapter 4. Chapter 5 describes the Iran-Iraq War, early U.S. support of Iraq, the arms movement between the United States and Iran, and the role of Israel in the arms' negotiations. The book concludes that the Iranian hostage crisis will continue to shape future U.S. policy towards Iran. Questions for classroom discussion and a 13-item reading list are included. (DJC)

ED 304 357 SO 019 646

Ganz, Alice

The Role of Labor in American Society: A Lesson Plan.

PUB DATE- 88

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Activities; Curriculum Enrichment; Elementary Education; Group Activities; *Labor; *Music Activities; *Poetry; Research Papers (Students); Resource Materials; Social Studies; Teacher Developed Materials; *United States History

This teacher's manual contains guidelines for using art, poetry, and music to teach U.S. labor history to elementary school students. Students are expected to work in groups, conduct research on an assigned or selected art print, poem, or song that reflects people at work, and give a class presentation that stresses role playing and student viewpoints. The art prints, poetry, and songs need to be carefully chosen to stimulate discussion and writing, and suggestions for each category are given. A final research report is suggested, and a step-by-step research guide for students is provided. (DJC)

ED 304 358 SO 019 648

Wales, Largo Ann
India's People, Country, and Great Religions: Two Instructional Learning Packages.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 50p.; Instructional learning packets can be used with a slide set.
AVAILABLE FROM- Slides available from Largo A. Wales, Director of Public Services, Auburn School District, 915 Fourth St., N.E., Auburn, Washington 98002.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Buildings; Foreign Countries; *History; Instructional Materials; Narration; *Physical Geography; *Regional Characteristics; Religious Cultural Groups; Slides
IDENTIFIERS- *India; *Religious Practices

Divided into two parts, this slide narration covers India's history, people, religions, geography, and architecture. The first part, "Introduction: Country, People, and History," covers the general history of India and its people. The history is presented through: (1) the architecture, including the Palace of Winds, the Amber Fort, the Taj Mahal, and the Agra Fort; (2) the cities, including New Delhi, Calcutta, and Bombay; and (3) the geographic features, including the Himalayas, the Thar Desert, the Ajanta Caves, and the Great Penance. "India's Great Religions" are the focus of part two. The predominant religion, Hinduism, the religious beliefs, ceremonies, and temples are discussed. Jainism, Buddhism, and Sikhism are presented in relation to Hinduism. The other religions covered are Islam and Baha'i. Part 1 contains a glossary of general terms, while part 2 provides individual glossaries of religious terms for Hinduism, Buddhism, Sikhism, and Islam. A map of India and a historical chronology are also included. (DJC)

ED 304 359   SO 019 653

Mardon, Austin Albert
Geography of Canada: Place-Names. Instructional Unit Document, Grade 10.
Lethbridge Separate School District #51 (Alberta).
PUB DATE- 87
NOTE- 25p.; For a related document, see SO 019 684.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; *Geography Instruction; Grade 10; High Schools; *Instructional Development; Political Divisions (Geographic); Sequential Approach
IDENTIFIERS- *Alberta (Lethbridge); Place Names; Scope and Sequence

This document explains the curriculum development notation system for the Lethbridge (Alberta, Canada) schools to ensure that the legal requirements for education are met. Tenth grade geography is used to explain how to cluster the notations into a coherent system that provides curriculum area, course title, unit title, and generalization. This document contains explanations and sample layout plans for: (1) scope and sequence documents; (2) course plans; and (3) instructional units. A diagnostic pre-test and an instructional unit for place names of the provinces are presented in their entirety. Maps of Alberta and the schools of Lethbridge and a list of the curriculum developers are included. (DJC)

DOCUMENT RESUME

ED 304 360 SO 019 680

Lidstone, John G.
Australian Geographical Inquiries: Final Report of the Evaluation of the Second Pilot Implementation of Senior Geography Unit III B. Syllabus Evaluation Report.
Queensland Board of Secondary School Studies, Brisbane (Australia).
PUB DATE- May 87
NOTE- 250p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Evaluation; *Curriculum Development; *Geography Instruction; High Schools; High School Seniors; Questionnaires; Research Projects; Statistical Surveys; Student Reaction; Teacher Response
IDENTIFIERS- *Australia (Queensland)

The Queensland (Australia) Board of Secondary School Studies developed a geography syllabus for senior classrooms which was implemented in 1980. Revisions of the syllabus took place in 1982 and 1986. Based on the 1986 evaluation, this report provides an evaluation, a summary of the findings, and advice to principals and teachers. Twelve case studies, based on the data gathered from the schools surveyed, accompany the report. The case studies reflect the teachers' views and the students' perceptions of the syllabus. Copies of the correspondence and the evaluation instruments, the statistical data from the student questionnaires, and the explanations for the case study graphs are included in the appendices. (DJC)

ED 304 361 SO 019 684

Mardon, Austin Albert
Canadian Geography, Grade 10: Course Plan Document.
Lethbridge Separate School District #51 (Alberta).
PUB DATE- 87
NOTE- 26p.; For related document, see SO 019 653.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; *Curriculum Design; Curriculum Guides; Foreign Countries; *Geography; Geography Instruction; Grade 10; High Schools; Instructional Development; Secondary School Curriculum; Sequential Approach; Social Studies
IDENTIFIERS- *Lethbridge School District AB

The purpose of this booklet is to broadly describe the scope and sequence and course content of the grade 10 Canadian geography course that is taught in the Lethbridge (Alberta, Canada) Separate School District #51. It also explains the structure of a notation system which is primarily used to ensure that Alberta's course requirements are met. This document provides: (1) a description of the purpose of studying Canadian geography; (2) a list of the course units; (3) a sample scope and sequence outline; and (4) a sample unit plan. Rationales, generalizations, and concepts are provided for units that teach about: (1) place names; (2) economic geography; (3) physical geography; and (4) cultural geography. Maps are included. (JHP)

ED 304 362 SO 019 685

Horn, Joan D.

Talent Video: A Middle School Performing Arts Experience for Encouragement and Identification of Student Artists.

PUB DATE- 88
NOTE- 125p.; Ed.D. Practicum, Nova University.
AVAILABLE FROM- Center for the Advancement of Education, Nova University, 3301 College Avenue, Fort Lauderdale, FL 33314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Artists; Junior High Schools; *Middle Schools; School Surveys; Student Interests; Student Participation; Talent; *Talent Development; *Talent Identification; *Theater Arts; *Videotape Recordings
IDENTIFIERS- *Talent Search

The goals of this practicum were to provide performing arts experiences for middle school students to: (1) create an atmosphere of appreciation for the performing arts; (2) stimulate the interests of artistically or potentially artistically talented students; (3) provide performance opportunities; and (4) encourage these students to pursue training in the performing arts through an after school program entitled Talent Video. Opportunities were provided for participating students to create song, dance, instrumental, or dramatic performances, to learn to use a video camera, and to film their performances. At the conclusion of this program trained artists selected outstanding student performers to participate in a central arts-related magnet school course. This document reports on the development of the Talent Video program, the results of various program-related surveys, and an evaluation of the Talent Video effort. An analysis of the survey data revealed an intensified interest in performing arts among these students, along with an increased desire to participate in the magnet school program. Positive attitudes of teachers were revealed, and a majority of the school's students indicated a desire for additional performing arts experiences. Twenty-one references, 7 tables, and 18 appendices are included. (JHP)

ED 304 363   SO 019 686

Douglas, Bob; And Others
Discovering the Local Landscape: Pioneer Log Buildings.
PUB DATE- 80
NOTE- 54p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction (Process); Cultural Exchange; *Cultural Influences; Land Settlement; *Structural Elements (Construction); United States History
IDENTIFIERS- Germans; *Log Buildings; *Minnesota (Saint Peter); Pioneer Life; Scandinavians; United States (East)

Building structures made from logs appeared in the eastern United States during the late 17th century, and immigrants from Sweden, Finland, and Germany are credited with their construction. There were two types of structures: the horizontal design introduced by the Scandinavians and the German or Pennsylvania Dutch model that was used by the westward pioneers. Since the principal construction material was logs, these structures ceased to be built after westward-moving pioneers reached the prairie regions. The most distinctive feature of a log building was its corner-timbering or notching, and the full and half dovetail, square, saddle or round, and the V-notch are described and accompanied by hand-drawn illustrations. The concluding portion of the document contains black and white photographs and the specifications for 20 log structures located around St. Peter, Minnesota. A map showing this area and the 20 building locations and a map of the distribution of log buildings in the eastern United States are provided. Eleven references are also included. (DJC)

ED 304 364 SO 019 688

Rush, Jean C.
Evaluating Visual Concept Learning According to Within-Class Similarities among Students' Art Images.
PUB DATE- 20 Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Elementary Education; *Elementary School Students; Learning Activities; Lesson Plans; *Visual Arts; *Visual Discrimination; *Visual Perception
IDENTIFIERS- *Discipline Based Art Education; Meaningfulness

Images express meaning through particular configurations of visual concepts. A distinguishing feature of discipline based art education is the use of visual imagery to transmit meaning to students. Discipline based art education incorporates concepts and skills from aesthetics, art criticism, art history, and art production and presents a unique approach to teaching art. This paper describes discipline based art education's: (1) conceptual focus; (2) structure; and (3) emphasis on students' manipulation of art materials to form visual images. Six elementary school discipline based art education lessons are suggested and briefly described. Four are developed into lesson plans that include: (1) the topic; (2) the grade level; (3) learning objectives; (4) a visual analysis of related vocabulary words and images; (5) art production materials, demonstrations, activities and evaluation; and (6) suggestions for a critical and historical evaluation of related art works and artists. The importance of this instructional sequence is described, along with a rationale for teaching discipline based art education to elementary school students. Fifteen references are included. (Author/JHP)

ED 304 365 SO 019 691

McDonald, Gilbert, Ed.; Fraser, Barry J., Ed.
Issues in Social Education. Monograph in the Faculty of Education Research Seminar and Workshop Series.
Western Australian Inst. of Tech., Perth.
REPORT NO.- ISBN-0-909848-64-5
PUB DATE- 86
NOTE- 36p.
AVAILABLE FROM- Faculty of Education, Curtin University of Technology, G.P.O. Box U 1987, Perth, Western Australia, Australia ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Global Approach; History Instruction; *Moral Values; Program Descriptions; *Social Studies
IDENTIFIERS- *Australia

This collection of four articles on issues in social education in Australia begins with "Global and Nationalistic Education in International Perspective" (J. L. Nelson). The article discusses the nationalistic viewpoint of citizenship education, its place in the social sciences, the role of history instruction, and the divergent view of global education taught through world history, comparative studies, international relations, and foreign policy studies. The second article, "National Initiatives in Social Education in Australia" (K. J. Kennedy) presents some current education initiatives of the Curriculum Development Centre (Australia) and the future of social education in the Australian curriculum. The 1984 Beazley recommendations for social education curriculum planners is the focus of "Implications of the Beazley Report for Social Education in Western Australia" (B. Wells), and

the article reports that the recommendations indirectly upgrade social education programs in schools. The fourth article, "Critical Issues in Moral Values Education" (R. A. Wilkins) discusses the problem of teaching moral values and selecting which values to include, L. Kohlberg's cognitive developmental approach, and seven guidelines for curriculum development. (DJC)

ED 304 366 SO 019 692

Denney, Patti L., Ed.
We the People: The Celebration Continues.
Franklin County Educational Council, Columbus, OH.
PUB DATE- 17 May 88
NOTE- 293p.; Some pages may not reproduce clearly.
AVAILABLE FROM- Franklin County Educational Council, 52 Starling St., Room 202, Columbus, OH 43215 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Instructional Materials; Learning Activities; Lesson Plans; Resource Units; *Social Studies; Teacher Developed Materials; *United States History; Units of Study
IDENTIFIERS- *Bicentennial; *United States Constitution

This curriculum guide contains teacher-prepared elementary school lesson plans on the U.S. Constitution. The document was developed as a result of a Franklin County (Ohio) Educational Council U.S. Bicentennial-related Constitution workshop, during which elementary school teachers and principals exchanged knowledge and resources. Each lesson plan includes: (1) the lesson title; (2) a goal; (3) objectives; (4) a suggested lesson length; (5) the grade level(s); (6) required resource materials; (7) procedures and activities; (8) an evaluation statement; and (9) the name, school, and school district of the person who submitted the lesson. Some lessons contain student learning activity sheets. Specific units include: (1) 33 primary level lesson plans; (2) 43 intermediate level lesson plans; (3) 3 middle school lesson plans; and (4) 11 lessons that can be adapted for use in most of the elementary grades. Eight supplementary units, activities, or lessons are provided. Maps, photographs, and drawings are included. (JHP)

ED 304 367 SO 019 695

Introduction to Statistics. Learning Packages in the Policy Sciences Series, PS-26. Revised Edition.

Policy Studies Associates, Croton-on-Hudson, NY.

REPORT NO.- ISBN-0-936826-24-X
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Curriculum Guides; Higher Education; Instructional Materials; *Public Policy; Resource Materials; *Statistics
IDENTIFIERS- *Policy Research

The primary objective of this booklet is to introduce students to basic statistical skills that are useful in the analysis of public policy data. A few, selected statistical methods are presented, and theory is not emphasized. Chapter 1 provides instruction for using tables, bar graphs, bar graphs with grouped data, trend lines, pie diagrams, percentages to describe differences, and the mean, median, and mode. Range, variance, standard deviation, z-scores, and coefficient of variance are described in chapter 2. Chapters 3 and 4 examine relationships between variables, while chapters 5 and 6 describe measures of association and include the: (1) del statistic; (2) t-test; (3) scatterplot; (4) linear regression analysis; (5) regression line; and (6) Pearson's R superscript 2. Selected formulas and exercises are provided and tables and figures are included. (JHP)

ED 304 368 SO 019 696

Hutton, Deborah S.
US/USSR Textbook Study Project: Methodological Aspects.

PUB DATE- 9 Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, New Orleans, LA, April 4-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Analysis; Geography Instruction; History Textbooks; International Educational Exchange; Modern History; Social Studies; *Textbooks; *United States History
IDENTIFIERS- *Soviet History; USSR; *US USSR Textbook Survey Proj

This paper describes the joint cooperation between the United States and the USSR for a bilateral textbook review project that was begun in the 1970s. The US/USSR Textbook Study Project, suspended in 1980 when President Jimmy Carter ended U.S. cultural exchanges with the Soviet Union after the Afghanistan invasion, resumed in 1986 with different expert participants and has yet to be completed. Twenty-five U.S. textbooks and eight Soviet textbooks were chosen, translated, and exchanged for review. Four guidelines were established to guide the project: (1) only history and geography textbooks would be studied; (2) textbook coverage would be restricted to US-USSR relations; (3) the reviews would have a limited distribution; and (4) criticisms would be freely provided and would be used as recommendations for textbook updates. The advantages of bilateral textbook study, while fewer than the disadvantages, are considered more powerful and include: (1) the active involvement of a significant number of people and organizations; (2) the cultural exchange resulting from the official meetings in the United States and the Soviet Union; and (3) the openmindedness that came from the verbal and written interuction between the two countries' professionals. Some of the disadvantages for bilateral textbook study include the unguided judgment of the experts, the restrictions, and the constant turnover of textbook use. The appendices contain a list of the U.S. and Soviet participants and a list of the textbook titles. Two references are included. (DJC)

ED 304 369 SO 019 699

Masalski, Kathleen Woods

India's Vernacular Architecture as a Reflection of Culture.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 87
NOTE- 10p.; Script for a slide presentation (the slides are not included).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Non-Print Media (100)
DESCRIPTORS- Architectural Character; *Climate; *Construction Materials; Cultural Activities; *Cultural Influences; Developing Nations; Foreign Countries; *Housing; Social Differences; Social Studies; Structural Elements (Construction); Teacher Developed Materials
IDENTIFIERS- *India

This paper contains the narrative for a slide presentation on the architecture of India. Through the narration, the geography and climate of the country and the social conditions of the Indian people are discussed. Roofs and windows are adapted for the hot, rainy climate, while the availability of building materials ranges from palm leaves to mud and dung mixtures in the villages to burnt brick and concrete structures in the cities. Buildings in cities and villages also reflect the Indian caste system. The number of courtyards that a house has indicates the owner's wealth just as the color of stone in the past reflected the ethnicity of its occupants. Religions can also be determined by the lotus flower or leaf shape of the windows (Buddhism or Hinduism) or the separate quarters for men and women (orthodox Moslems). Indian tradition forbids visitors to enter a host's kitchen, so they are always set apart from other rooms. Architecture in India's cities is changing as India is modernized. (DJC)

ED 304 370 SO 019 700

Bertot, Donna L.
Gandhiji: A Study of Non-Violent Conflict Resolution.
PUB DATE- 11 Oct 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; High Schools; *Learning Modules; *Modern History; Resource Units; Social Studies; *Units of Study; World History
IDENTIFIERS- *Gandhi (Mahatma); India

This high school unit of study on India's Mahatma Gandhi is designed to be used in courses of contemporary problems, government, and 20th century history. The unit contains a listing of the course objectives, needed resource materials, teaching strategies, and evaluation procedures. The course is taught over a 9-day period, and brief lesson plans are given with a daily central focus such as research, brainstorming, and problem solving. A lecture, chronology of Gandhi's life, his philosophy, and literacy works of influence are included to aid the teacher's planning, along with study questions, a quiz on Gandhi's life, an essay test, a research project, and student activities. A student performance critique sheet is also provided. (DJC)

ED 304 371 SO 019 701

Scanlon, Thomas M.
James Madison and the Constitutional Convention.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Historical Materials (060)
DESCRIPTORS- Biographies; *Constitutional History; *Constitutional Law; Social Studies; *United States History
IDENTIFIERS- Historical Explanation; *Madison (James); *United States Constitution

Part 1 of this three-part article traces James Madison's life and focuses primarily on those events that prepared him for leadership in the U.S. Constitutional Convention of 1787. It describes his early love of learning, education, and public service efforts. Part 2 chronicles Madison's devotion to study and preparation prior to the Constitutional Convention and his creation of a plan for a Constitution. His precise recording of the speeches and events surrounding the convention are noted. Part 3 considers the convention's power struggles, compromises, difficulties, and eventual creation of the Constitution and Madison's role in producing 29 of "The Federalist Papers." His efforts at helping to organize the new government and to draft the Bill of Rights are highlighted. A 21-item bibliography is included. (JHP)

ED 304 372 SO 019 703

Chai, Alice Yun; And Others

Global Feminism through Class Consciousness and Integrative Feminist Politics: The Case of Republic of Korea.

PUB DATE- 26 Jun 88
NOTE- 32p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employed Women; Females; *Feminism; Foreign Countries; Nationalism; Political Issues; *Politics; Position Papers; *Sex Discrimination
IDENTIFIERS- *Federation of Korean Womens Organizations; *South Korea

This paper examines in two parts the Korean women's movement of the 1980s. Part 1, "National Unification and the Task of the Women's Movement in Korea" contains an overview of Korean unification attempts and discusses the role of the women's movement. The Federation of Korean Women's Organizations (FKWO), formed in 1987, is an umbrella organization for religious and political women's associations. Nationalism must become an ideology of the movement, and an active role by women must be included to achieve unification. Part 2, "Toward a Grass-Roots Women's Movement in Korea: Through Class Consciousness," describes the plight of the employed women, the lack of sexual equality in Korea, and the FKWO's political activities, strengths, and weaknesses. The FKWO has been successful in gaining women's union organization rights, the abolition of early retirement at age 25, and the release of a political prisoner. The FKWO's strength lies in its grassroots appeal and its efforts to thwart the military government's oppressive rule, while the organization's weakness involves neglect of some women-centered issues such as unequal sexual division of labor in the home and the work place. (DJC)

ED 304 373 SO 019 704

Mathews, David
The Promise of Democracy: A Source Book for Use with National Issues Forums.
Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 88
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Citizen Participation; Community; *Democracy; Persuasive Discourse; Policy Formation; *Political Issues; *Public Speaking
IDENTIFIERS- *National Issues Forum

Town meetings or public forums arranged to discuss issues of interest to citizens are as old as the settling of the United States, and they continue today as part of the democratic system. The Public Agenda Foundation maintains this tradition through a special series of community forums, known as the National Issues Forums (NIF), that annually address three common issues of widespread public concern. Drawing from the writings of past and present democratic advocates and critics, this NIF book examines democracy and its principles to aid forum participants in becoming more effective citizens. Chapter 1 presents the history of town meetings and, chapter 2 examines the theories of democracy. Chapter 3 reflects on individual and public participation as it defines public, public interest, and private identity. The political dialogue that occurs in forums is called public talk, and the use of public talk to make choices is the focus of chapter 4. Chapter 5 considers the role of public talk in the community, while chapter 6 discusses the participatory role of the NIF in national and local policymaking. A 10-page bibliography is included. (DJC)

ED 304 374 SO 019 705

Lewis, Catherine

Social Control: A View from the Japanese Kindergarten and First Grade.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attribution Theory; *Classroom Environment; Classroom Research; Classroom Techniques; Foreign Countries; Grade 1; *Peer Influence; Peer Relationship; Preschool Education; Preschool Teachers; Primary Education; *Social Behavior; *Teacher Behavior
IDENTIFIERS- *Japan (Tokyo); *Japanese Education

Through observational studies of 15 preschool and 15 public school first grade classrooms in Tokyo, Japan, an initial understanding of social control through education is presented. While Japanese preschool children are indulged and undisciplined by their parents, evidence suggests that Japanese school children are more attentive and spend less time in inappropriate behavior than their U.S. counterparts. Socialization learned through peer relationships appears to be the goal of preschool and primary education. Children share visibly and extensively in classroom management through a rotated peer monitor system that controls peers' behavior. Children are assigned to small groups based on complementary abilities, not on equal abilities, for work and play. Meanwhile teachers maintain a low to invisible profile in classroom discipline and do not enforce behavior limits. Peer relationships are stressed as the most important attitude for children to learn. (DJC)

ED 304 375 SO 019 706

Wittman, Philip
Teaching the Indian Emergency as a Case Study in Introductory Comparative Politics.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Comparative Analysis; *Courses; Cultural Pluralism; Curriculum Development; *Developing Nations; Foreign Countries; Higher Education; Instruction; Political Influences; *Political Issues; Political Power; *Politics; Social Studies
IDENTIFIERS- Fulbright Teacher Exchange Program; *India; *Indian State of Emergency 1975; Pluralism

One method of dramatizing the constant state of crisis management in developing countries is to have students in introductory college comparative political science classes study India's political system, which is under stress because of regional, linguistic, and cultural pluralism. This paper, a result of the 1987 Fulbright Summer Seminar to India, investigated the 1975 Indian State of Emergency as a case study to identify key political concepts and to analyze political problems. Core problems for developing nations are identified as: (1) creating a common identity; (2) creating effective instruments of power; (3) developing governmental legitimacy; and (4) fostering economic development. The Indian State of Emergency is identified as an outgrowth of failure to solve core problems, and the results of democratization and authoritarianism used during the crisis are compared. Various political, social, and religious perspectives on the crisis are identified and discussed. References are included. (JHP)

DOCUMENT RESUME

ED 304 376 SO 019 708

Armento, Beverly
Economic Socialization.
PUB DATE- 6 Oct 88
NOTE- 42p.; Paper presented at the Annual Meeting on Citizenship for the 21st Century: A National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Factors; *Economics; Literature Reviews; Social Environment; Social Influences; *Socialization; *Socioeconomic Influences

This paper identifies economic roles in terms of personal and social contexts and defines economic socialization as a life-long, complex, interactional, and multi-disciplinary set of processes that involve the development of ideological beliefs about economic systems and individual roles within an economy. Socialization is influenced by instruction, purposeful shaping and modeling of beliefs and behaviors, and hidden or unconscious messages. The paper provides a literature review concerning socialization of youth in terms of: (1) the family and work; (2) society and work-related expectations; and (3) schools and work. Literature in terms of economic socialization and civic behavior is presented under the topics of: (1) civic action; (2) role-taking; (3) economic knowledge; and (4) problem solving. A 51-item bibliography is included. (JHP)

ED 304 377 SO 019 709

Meyer, Jan
Hair-Pulling & Name Calling: A Study of Female/Female Competition.

PUB DATE- 26 Jun 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competition; *Females; Interpersonal Relationship; Literature Reviews; Position Papers; Psychological Patterns; Sex Role; Social Behavior

Until recently the subject of females competing against other females has been rarely considered, while most of the literature on sex-related competition written since the 1960s concerns women's competition against men. This paper reviews current literature on female versus female competiton and explores: (1) cultural conditioning in relation to why women compete; (2) how women compete; (3) the competition's impact; and (4) possible solutions for reducing this type of competition. The paper concludes that women need to focus more on task orientation, collaborative communication, the identification of role-models, and shared input into decision-making. (JHP)

ED 304 378 SO 019 710

Social Studies Program: Grade 3. Updated Version.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 88
NOTE- 190p.; For earlier edition, see ED 216 972.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Curriculum; Grade 3; Instructional Improvement; *Instructional Materials; Primary Education; *Resource Units; *Social Studies; State Curriculum Guides

This updated New York social studies curriculum guide for third grade has 10 key concepts that include change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. These concepts are taught in 23 lessons through social, political, economic, geographic, and historic perspectives. Each lesson contains the concept to be learned, the content understandings, suggested activities, skills or attitudes to be attained, student evaluation measures, and resource list of books, audiovisuals, and teacher references. The suggested activities focus on multicultural learning experiences, and the resource lists reflect current publications. The guide also includes: (1) concept and skill goals for the elementary program; (2) student evaluation with assessment model; (3) goals for civic education; (4) steps for developing participation projects; and (5) a teacher's checklist for classroom climate. The appendix contains procedures for students with disabilities. (DJC)

ED 304 379 SO 019 711

Manrique, Gabriel G.
General Agreement on Tariff and Trade Negotiations: A Computer-Based Simulation.
PUB DATE- 4 Sep 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Economics; *Economics Education; Higher Education; *International Trade; Programed Instruction
IDENTIFIERS- Spreadsheets; Symphony (Computer Software); *Trade Negotiations

This paper recommends the use of a computer simulation about trade and tariff negotiations to reinforce and apply principles learned in undergraduate international trade courses and to provide students with an opportunity to use the advanced features of Symphony, a computer spreadsheet. This simulation is a game in which both the class and individuals earn performance points. The simulation highlights positive relationships between increased trade and reduced tariffs and reasons for difficulties in implementing global free trade. The paper describes: (1) the role of negotiation in trade and tariff theory; (2) the bases for negotiation in this simulation; (3) the parameters of the simulation; (4) the simulation's procedures; and (5) the steps in using a macro-based spreadsheet. (JHP)

ED 304 380 SO 019 714

Mann, Jonathan
AIDS: The Global Impact. Academy for Educational Development 25th Anniversary Seminar Series.
Academy for Educational Development, Inc., Washington, D.C.
PUB DATE- Dec 86
NOTE- 19p.; Based on a speech presented as part of the Academy for Educational Development's 25th Anniversary Seminar Series (Washington, DC, December 1986).
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; Disease Control; Disease Incidence; *Global Approach; Health Programs; Position Papers; Public Health
IDENTIFIERS- *Impact; *World Health Organization

This paper describes why acquired immune deficiency syndrome (AIDS) is a global health problem and discusses special features of the virus and its infection. This disease's transmission and interaction with other diseases, along with 1986 statistics concerning AIDS, are presented in terms of selected continents and countries. The World Health Organization's (WHO) role in helping other countries develop their own educational materials and strategies for handling the disease are highlighted, along with this organization's efforts to provide technical and financial support to individual countries so that they are able to undertake national AIDS prevention programs. A question and answer section is included. (JHP)

ED 304 381 SO 019 715

Morehouse, Ward
Biotechnology and the Third World: Panacea or Recipe for Social Disaster? Academy for Educational Development 25th Anniversary Series.
Academy for Educational Development, Inc., Washington, D.C.
PUB DATE- Oct 86
NOTE- 21p.; Based on a lecture presented to the Academy for Educational Development (Washington, DC, October 30, 1986).
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Futures (of Society); Global Approach; Industrialization; Opinion Papers; *Science and Society; *Social Problems; *Technological Advancement; Technology
IDENTIFIERS- *Biotechnology

Asserting that developmental growth is easier to attain in developing countries than social change, this paper assesses the prospective impact of biotechnology on the developing nations. Biotechnology is defined as the integrated use of biochemistry, microbiology, and chemical engineering to achieve the industrial processes of fermentation, enzyme reaction, and genetic engineering. This paper examines biotechnology's impact on agriculture, industry, health, and defense and considers its role in the processes of economic, social, and political change in developing countries in terms of: (1) the structure of the global biotechnology industry; (2) past lessons learned from the worldwide industrialization of agriculture (the Green Revolution); (3) current and future trends in the development of biotechnology; and (4) minimizing damage and maximizing benefits for developing nations' populations. (JHP)

ED 304 382 SO 019 718

Raju, Saraswati
Female Literacy in India: The Urban Dimension.

PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Comparative Analysis; *Females; Foreign Countries; Human Geography; *Literacy; *Males; *Socioeconomic Status
IDENTIFIERS- *India

This paper presents a sociogeographic analysis of female literacy in India and compares literacy rates of females and males in scheduled (reported separately on the census) and nonscheduled (reported as one group on the census) castes. In Indian cities, male literacy is higher than female literacy, and literacy rates are higher for nonscheduled caste females than scheduled caste females. In most cities, the disparity between gender literacy rates is lower, and this is also true within the castes. Social movements in India are examined to offer explanations for the literacy patterns within regions. Community populations containing either Moslems who generally lower or Christians who generally raise literacy rates can also be responsible for the disparity. The analysis concludes that female literacy is part of a larger societal context. Maps and graphs are included, as well as a list of the 128 cities analyzed in this study. (DJC)

ED 304 383　　　　　　　　SO 019 724

Wiley, Wayne Hamilton
Instructional Complements for Undergraduate World History or Western Civilization Courses: Selected Topics in the Ancient, Medieval, and Modern History of India: A Curriculum Supplement.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 24p.; Prepared in connection with the 1987 Fulbright Summer Seminar Program in India.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Asian Studies; Course Content; Curriculum Enrichment; Foreign Countries; Higher Education; *History; Non Western Civilization; *Supplementary Reading Materials; Teacher Developed Materials
IDENTIFIERS- Asia (Southeast); Hinduism; *India; *Political History

This curriculum supplement on India consists of three modules that have been used with undergraduates in introductory world civilization courses. Module 1, "Ancient Period: Hinduism and the Caste System in India: Origin, Development, and Social Functions" discusses the religious doctrines of Hinduism, the caste system, and its structure. The greatest Indian leader of the late medieval period is the focus of Module 2, "Medieval Period: A Study of a Historic Attempt to Deal with India's Problems: Akbar and His Policies," while the political influences of the 20th century leaders, Mohandas (Mahatma) Gandhi, Jawaharlal Nehru, Indira Gandhi, and Rajiv Gandhi are discussed in Module 3, "Modern Period: Political Leadership During Forty Years of Independence in Contemporary India." References for further readings are provided after each module. (DJC)

ED 304 384 SO 019 726

Grant, Patrick S.

Teaching about Indian Culture through Its Epic Literature: "The Mahabharata" and "the Ramayana."

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 25 Feb 88

NOTE- 16p.; Prepared in connection with the 1987 Fulbright Summer Seminar Program in India.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Context; Cultural Education; *Epics; Foreign Countries; Resource Materials; Secondary Education; Values; World Literature

IDENTIFIERS- *India; Literacy Characters; *Theme (Literary)

Two epic poems from India, "The Mahabharata" and "The Ramayana" *have endured for more than 2,000 years as important parts of Indian* culture, and the study of these epics can yield insights into Indian life and religion. This paper contains a list of the major characters and an explanation of the major themes in both books. The themes include good and evil and the value of integrity, fidelity, education, duty, commitment, and achievement. Two classroom activities are provided, along with study questions for each epic and questions about the joint themes. Information on how to obtain copies of the epics is included. (DJC)

ED 304 385 SO 019 727

Lidstone, John G.

Curriculum Packages or Packaging the Curriculum: Drink-Driving and the School Curriculum.

PUB DATE- 21 Oct 87
NOTE- 15p.; Paper presented at the Drink-Driving Conference (Maroochydore, Queensland, Australia, October 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholic Beverages; Course Content; *Curriculum Development; *Drinking; Elementary School Curriculum; Elementary Secondary Education; *Ethical Instruction; *Moral Development; Opinion Papers; Secondary School Curriculum; Social Attitudes; Social Cognition; Values Education
IDENTIFIERS- *Driving

This paper focuses on the role of school curriculums in influencing students' behavior in relation to the drinking of alcoholic beverages and driving or consenting to be a passenger in a car. It examines the moral reasons why people should not drink and drive and how schools can influence this morality through behavioral and developmental approaches. Developing student moral awareness is considered in terms of the establishing of specific courses and the integration of alcohol-related topics into established courses. Classroom instruction should focus on the role of alcohol in society, the law as it relates to alcohol use, and social conventions and morality issues in alcohol abuse. The paper suggests that teachers use established curriculums and: (1) present an anti-alcohol message to elementary and secondary students; (2) adopt a situation-specific teaching approach; (3) integrate these lessons into a larger moral education theme; (4) strive for cognitive and affective learning; and (5) illustrate the lessons with practical examples. Twenty-one references are included. (JHP)

ED 304 386 SO 019 728

Technologies for the Preservation of Prehistoric & Historic Landscapes. Background Paper.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-BP-E-44
PUB DATE- Jul 87
NOTE- 61p.; For related document, see ED 280 782. Derived from a Workshop on Technologies for Preserving Planned Landscapes and Other Outdoor Sites (Washington, DC, February 27-28, 1986).
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325 (Stock number 052-003-01076-3; $2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Graphics; *Documentation; *Policy Formation; *Preservation; United States History
IDENTIFIERS- Historical Landmarks; *Landscapes; National Park Service

Requested by the U.S. House of Representative's Committee on Interior and Insular Affairs, this Office of Technology Assessment (OTA) paper identifies and examines: (1) the primary problems or issues that face prehistoric and historic landscape preservation; (2) the technologies for addressing these issues; and (3) policy options for putting the technologies to work. The OTA assessment proposes: (1) more consistent terminology and preservation standards' guidelines; (2) an increase in public awareness of the landscapes' value to U.S. history; (3) a federally funded research and development center; and (4) systematic, long-term maintenance of landscapes. Technologies for the identification and documentation of landscapes range from basic techniques, such as volunteers wielding pencil and paper, to sophisticated computer systems that can assimilate, manipulate, and store geographic information and generate complicated maps of a region. OTA suggests that the National Park Service (NPS), the U.S. government's leader in preservation matters, initiate greater efforts to preserve and create awareness of these landscapes. A 49-item bibliography is included, as well as black and white photographs, tables, and drawings. (DJC)

ED 304 387 SO 019 731

Garson, G. David
Computer Enhancement of Student and Scholarly Writing in Social Science.
PUB DATE- 4 Sep 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 1-4, 1988).
AVAILABLE FROM- "The Writer" is available from National Collegiate Software Clearinghouse, School of Humanities and Social Sciences, NCSU Box 8101, Raleigh, NC 27695 ($35.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Software Reviews; Database Design; Higher Education; Research Papers (Students); *Word Processing; Writing for Publication
IDENTIFIERS- *Writer (The)

The role of computing in enhancing scholarly writing and in building student writing skills is examined, with particular reference to the social scientist's needs at the college level. Word processing, outlining, and hypertext software types are appraised in terms of their impact on writing processes, and, while strengths of each are noted, each is found to be limited in relation to organizing ideas, which is a critical aspect of writing in the social sciences and other areas. Software that is more salient to writing objectives requires an integration of database with word processing software. The management of "ideabases" is identified as the basis for a new type of software of this integrated type. Software designed by this author for classroom purposes is described. "The Writer," which is available for IBM compatible computers, allows the student or scholar to develop and work with an outline and store notes in a database that can be transferred into the final product. There are four menus that include main, note, outline edit, and output menus, and these menus and examples of their use are reproduced in this document. A 27-item bibliography is included. (Author/DJC)

ED 304 388 SO 019 734

Morahan-Martin, Janet
Changes in Values of Children and Fertility Intents from 1977-1986.
PUB DATE- 16 Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Attitude Measures; Beliefs; Birth Rate; *Children; *College Students; Longitudinal Studies; *Values
IDENTIFIERS- *Intention

This paper examined the perceived values of children and fertility intents among college undergraduates. It described changes in the value of children by comparing data collected from students in 1986 to data obtained from a comparable group of students in 1977. The 1977 sample consisted of 341 students of whom 178 (52%) were male and 193 (48%) were females. The 1986 sample consisted of 332 students of whom 137 (41%) were male and 195 (59%) were females. Specific values of children were assessed using the Children Attitude Scales. The findings indicated that students in 1986 agreed more than students in 1977 with children providing continuity, tradition, security, and goals and incentives and agreed less with the costs of children, the need for decision-mindedness in childbearing, and children providing social status. More changes occurred for males than females between 1977 and 1986, and a strong relationship existed between the specific values of children and number of children expected in both survey years. A pattern from both studies indicated that people who desired larger families were more likely to emphasize the positive values of children while minimizing the costs and need for decision-mindedness. An appendix provides the conceptual model, and 13 references are included. (JHP)

ED 304 389 SO 019 740

Neuman, W. Russell; And Others
Knowledge, Opinion, and the News: The Calculus of Political Learning.
PUB DATE- 2 Sep 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Broadcast Television; *Cognitive Processes; Current Events; *Mass Media Effects; Mass Media Use; Motivation; *News Media; Newspapers; Periodicals; Research Projects
IDENTIFIERS- *Massachusetts Institute of Technology

To determine where U.S. citizens receive their political and current events knowledge, researchers at the Massachusetts Institute of Technology (MIT) interviewed people at a Boston shopping mall. This preliminary report, the first in a series to examine the political knowledge gap between the affluent and the economically disadvantaged, examined information dissemination through television, newspapers, and news magazines. The researchers found television to be more successful at presenting abstract and distant political issues, while print media, especially newspapers, were more successful with immediate and concrete presentation. This finding contradicts the perceptions of journalists interviewed prior to the study. It was hypothesized that television attracted people with low initial interest and low cognitive skills while the print media is used more for information retrieval by informed citizens. To test this hypothesis, individual differences in cognitive skills and issue-interest were explored, and the results distinctly revealed television as more effective to the low interest respondents. So far, the study reflects the pattern found in other previous media studies. If the audience is cognitively skilled or highly motivated, the communication media do not make a difference. The researchers conclude that U.S. citizens do not select print or broadcast media while excluding information from other sources, and most citizens pick up ideas and information from a complex mix of media and personal discussion. A three-way analysis of variance is used to analyze the study. Graphs and references are included. (DJC)

ED 304 390 SO 019 825

Pritchard, Ivor
Moral Education and Character.
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
REPORT NO.- OR-88-505
PUB DATE- Sep 88
NOTE- 27p.; Based on ideas presented at the Conference on Moral Education and Character (Washington, DC, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict Resolution; Course Content; *Ethical Instruction; Interdisciplinary Approach; *Moral Development; *Moral Issues; *Moral Values; Parent Role; Position Papers; Religious Education; Research Problems
IDENTIFIERS- *Character Education; Historical Background

This booklet describes selected and diverse ideas and recommendations that were presented at a conference. Scholars from the disciplines of history, philosophy, sociology, psychology, literature, and education examined a number of practices and problems that are central to the provision of moral education and the development of good character. Part 1, "What Is Moral Education About?" focuses on significant features of ethical and moral conduct. Part 2, "Who Teaches Moral Education?" highlights nine dimensions of a parent's role as a moral educator. Part 3 chronicles "What Is America's History of Moral Education?" while part 4 examines strategies for resolving conflicts concerning moral education, in "Must Everyone Agree about What Is Moral?" Part 5 explores "What Is the Place of Religion in Moral Education at School?" and part 6 offers viewpoints on various ways that courses might be designed in "Does a Specific Curriculum Exist for Moral Education?" Part 7 highlights ideas of "How Does the Moral Climate of the School Contribute to Moral Education?" Unique problems in undertaking research in this area are investigated in part 8, "What Can Research Contribute to Moral Education?" A list of conference attendees is included. (DJC)

ED 304 391 SO 019 906

Stoneberg, Bert, Jr.
Music Curriculum Evaluation Report.
Greater Albany Public School District 8J, OR.
PUB DATE- Feb 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; Grade 11; Instructional Effectiveness; *Music; Music Education; *Performance Tests; Program Evaluation; Scores

The Music Curriculum Steering Committee of the Greater Albany (Oregon) Public School District 8J developed its own tests and evaluation procedures to accumulate data on music achievement and performance levels from students in third, fifth, eighth, and eleventh grades. Tests for third and fifth grade students focused on musical notation, listening skills, and design, while eighth and eleventh grade tests highlighted interpreting notation, listening skills, and relating music to man's historical development. Part 1 of this document presents the evaluation rationale, music program goals, and curriculum offerings. Part 2 describes the achievement assessment instruments, while part 3 provides the written test results for each selected grade level. Results of music performance skills tests, for a random sample of these students, are presented in part 4. Part 5 summarizes the findings from a music teaching staff survey. Four appendices include the written tests for each selected grade level, the 1987-1988 distribution of scores, and a test-item analysis. A fifth appendix contains the elementary level vocal skills performance scales and the secondary level choral and instrumental music performance scales. Tables and charts are included. (JHP)

DOCUMENT RESUME

ED 304 392 SO 019 963

Johnson, Dwight L.; And Others
We, the First Americans.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Dec 88
NOTE- 39p.; For other documents in this series, see ED 287 967, ED 255 421-422, ED 269 211, and SO 019 964.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; American Indian Education; American Indian Reservations; *American Indians; *Economic Status; Housing Deficiencies; *Population Trends; *Social Characteristics; Socioeconomic Status
IDENTIFIERS- *Alaska; *Census 1980; Native Americans

This booklet, last in a series of six, presents a descriptive statistical profile of American Indian populations residing in the United States and Alaska Native populations living in Alaska. It includes data on population size, family composition, housing, education, labor force status, occupation, income, and poverty status and is based primarily on information from the 1980 U.S. Census of Population and Housing. The data, presented in three sections, include: (1) social and economic characteristics of the American Indians in the United States; (2) social, economic, and housing characteristics of American Indians living on 10 selected U.S. reservations; and (3) social and economic characteristics of the Alaska Natives. Thirty-two graphs are presented and selected statistical data from each one are identified, highlighted, and summarized. Six additional tables present selected characteristics from the 25 largest American Indian reservations, based on information obtained from a supplementary questionnaire, and from the 10 largest Alaska Native villages, based on data obtained through the 1980 U.S. Census questionnaire. (JHP)

ED 304 393 SO 019 964

Johnson, Dwight L.; And Others
We, the Asians and Pacific Islander Americans.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Sep 88
NOTE- 26p.; For other documents in this series, see ED 287 967, ED 255 421-422, ED 269 211, and SO 019 963. Graphics contain colored ink.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Asian Americans; *Economic Status; Educational Status Comparison; Housing; *Pacific Americans; *Population Trends; *Social Characteristics; Socioeconomic Status
IDENTIFIERS- *Census 1980

This booklet, fifth in a series of six, presents a descriptive statistical profile of the Asian and Pacific Islander Americans based on data from the 1980 U.S. Census. The census identifies more than 20 specific population groups, and growth in terms of numbers and diversity is highlighted. Total population for these groups numbered 3.7 million persons in 1980, compared to 1.5 million in 1970. Increased immigration and natural birth rates and changes in census race definitions account for this increase. Twelve figures and six tables focus on population, education, occupation, income, poverty status, and housing data for the largest Asian groups (Chinese, Filipinos, Japanese, Asian Indians, Koreans, and Vietnamese) and for the largest Pacific Islander groups (Hawaiians, Samoans, and Guamanians). Selected statistical data from these figures and tables are identified, highlighted, and summarized. Two additional tables present selected characteristics for all Asian groups with more than 5,000 U.S. residents and all Pacific Islander groups with over 2,500 U.S. inhabitants. (JHP)

ED 304 394 SO 019 971

Sniegoski, Stephen J.
A Bibliography of the Literature on the History of the U.S.

Department of Education and its Forerunners.
Department of Education, Washington, DC.

PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Disabilities; *Educational History; Federal Aid; Females; Higher Education; Minority Groups; Resource Materials; *United States History
IDENTIFIERS- Alaska; Barnard (Henry); *Department of Education; Eaton (John); Federal Agencies; Harris (William Torrey); *Historical Bibliography; Historical Materials; National Institute of Education; Office of Education

Historical information about the U.S. Department of Education and its forerunners is plentiful, but access to it is often difficult. The objective of this partially annotated bibliography was to compile references to this literature by categories that focus on specific facets of the Department of Education. Each category is divided into sections that contain references to: (1) articles and books; and (2) dissertations. The document also contains a brief history of this department's development. Materials are compiled under the categories of: (1) general works; (2) Alaska activities; (3) federal aid to education; (4) higher education; (5) minorities, women, and the handicapped; (6) the National Institute of Education; (7) miscellaneous programs and activities; (8) Henry Barnard, U.S. Commissioner of Education, 1867-1870; (9) John Eaton, U.S. Commissioner of Education, 1870-1886; (10) William T. Harris, U.S. Commissioner of Education, 1889-1906; and (11) other selected Commissioners of Education. (JHP)

ED 304 395   SO 019 976

Merryfield, Merry M., Ed.
Lessons from Africa: A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-07-6
PUB DATE- 89

NOTE- 94p.; Prepared in association with the Strengthening Social Studies in Africa project, Indiana University, funded by the United States Information Agency. For related document, see ED 290 687.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Area Studies; *Cross Cultural Studies; Cultural Awareness; *Cultural Exchange; Curriculum Guides; Foreign Countries; Instructional Improvement; International Educational Exchange; Junior High Schools; Middle Schools; Resource Units; Secondary School Curriculum; Social Studies; Units of Study
IDENTIFIERS- *Africa; African Social Studies Program

Written by 25 African educators from 15 African nations that make up the African Social Studies Programme (ASSP), a Pan-African organization headquartered in Nairobi, Kenya, this document is designed to supplement the sparse material on Africa available in the K-12 curriculum and textbooks in the United States, and these 11 lessons encourage U.S. middle schools to explore, appreciate, and become aware of African culture. The topics of the lessons include: (1) diverse lifestyles; (2) cross-cultural understanding; (3) Ghanaian culture; (4) marriage customs in Liberia, Malawi, and Uganda; (5) Yoruba infant naming ceremonies; (6) cuisine and etiquette in Sierra Leone, Uganda, and Zambia; (7) Swazi culture; (8) family life in Ghana, Tanzania, and Zambia; (9) education in Lesotho; (10) youth employment opportunities in Nigeria; and (11) African perspectives of the United States. Each lesson includes a preview, learning objectives, required resources, teaching procedures, and student activities and exercises. Handouts, drawings, a select bibliography, and lists of U.S. African studies centers, organizations, and publishers are also included. (DJC)

ED 304 396 SO 019 980

Seiter, David M.
Teaching and Learning Economics. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education,

Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-2
PUB DATE- Mar 89
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizenship Education; *Curriculum Enrichment; *Economics Education; *Instructional Improvement; National Surveys; Required Courses; Secondary Education; Secondary School Curriculum; Secondary School Students; Social Studies; Teacher Education
IDENTIFIERS- ERIC Digests; Joint Council on Economic Education

This ERIC Digest on economics education discusses: (1) the economic literacy of secondary school students; (2) the improvement of the economic curriculum; (3) the improvement of social studies teachers' training and teaching methods; and (4) the implications of improved economics education. A national survey sponsored by the Joint Council on Economic Education revealed that U.S. high school students tend to be ignorant of such economic concepts as gross national product, inflation, profits, and investment. According to the survey, students who complete an economics course score higher but still exhibit significant deficiencies in economic literacy. To strengthen economic knowledge, mandatory courses focusing on topics and concepts and increased preservice and inservice training in economics education for social studies teachers are recommended. Knowledgeable teachers can effectively teach economics concepts and vary instruction to provide satisfactory understanding of concepts important for responsible citizenship. Students with a solid comprehension of basic concepts perform better as producers, consumers, investors, and voters in public elections. This improved economics education will develop more informed U.S. citizens. (DJC)

ED 304 397 SO 019 981

Morrow, S. Rex

Teaching about India. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-1
PUB DATE- Feb 89
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Education; Curriculum; Developing Nations; Elementary Secondary Education; Foreign Countries; History; *Instruction; *Social Studies; Teaching Methods; Units of Study
IDENTIFIERS- Asia (South); ERIC Digests; *India

Although world history and global studies programs in U.S. public schools have expanded in recent years, teaching about India and South Asia has remained insufficient. As a result, students often develop cultural misunderstandings and false stereotypes. India, as a focus of study, provides students with the opportunity to examine an ancient civilization, its advancements, and the continuing struggle for improved conditions of existence in a 20th century developing nation. This ERIC Digest examines: (1) the importance of teaching about India; (2) the placement of teaching about India in the elementary and secondary school curriculums; and (3) strategies for teaching about India. This digest recommends that instruction begin in the elementary grades and continue systematically through secondary school and that curriculum about India include: (1) a chronology of the history; (2) geography and geographical relationships; (3) its relationships with other countries; (4) biographical profiles of leaders; and (5) comparisons of religions. Thirteen references are included. (JHP)

ED 304 398 SO 020 004

Patrick, John J.
The Bradley Commission in the Context of 1980s Curriculum Reform in the Social Studies.
PUB DATE- 15 Mar 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Educational Trends; Elementary Secondary Education; Position Papers; Reports; *Social Studies
IDENTIFIERS- *Bradley Commission on History in Schools

Central questions in the 1980s social studies curriculum reform literature concern selection, organization, and presentation of academic subject materials to elementary and secondary school students. This paper reviews general curriculum and comprehensive social studies reform literature of this period and explores the 1987 Bradley Commission report, "Building a History Curriculum," in terms of: (1) how the report fits the themes and tone of social studies reform literature; (2) the compatibility of the report's support of history as the core of the social studies curriculum with other reports that advocate geography, economics, civics, or international studies as curriculum cores; and (3) the commission's views about history in relation to other social studies curriculum trends. Various practical and possible areas of curriculum reform are described, and the paper concludes that the greatest value of the 1980s social studies curriculum reform reports has been stimulation and public discussion about teaching and learning in schools. Extensive end notes are provided.(JHP)

SP

ED 304 399 SP 030 586

Course Taking among Massachusetts High School Students.
Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
PUB DATE- Jun 85
NOTE- 55p.; For related document, see SP 030 587.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; *Course Selection (Students); Curriculum Design; Elective Courses; Graduation Requirements; High Schools; *High School Students; Required Courses; *Student Interests; *Student Needs
IDENTIFIERS- *Massachusetts

This report summarizes the results of a study conducted to provide a complete and documented picture of public secondary education in Massachusetts. The study involved an analysis of questionnaire data and transcripts from about 3,000 graduates in the 1984 school year. Specifically, the study addressed the following questions: (1) How do student distribute their coursework among subject areas? (2) How much academic coursework do students take? (3) How does the coursework of Massachusetts students compare with that of students in the rest of the country? (4) How much of students' coursework is taken in more demanding courses? (5) How is coursework related to requirements? and (6) What particular patterns of coursework exist among Massachusetts students? Students in special programs such as special education, vocational education, and bilingual education were excluded from the study. The report's final section describes the coursework patterns of three types of students: (1) those with a strong academic orientation; (2) those with a strong occupational orientation; and (3) those with a "non-directed" or general orientation. (JD)

ED 304 400 SP 030 587

The High School Experience in Massachusetts.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

PUB DATE- Apr 86

NOTE- 69p.; For related document, see SP 030 586.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Course Content; *Curriculum Development; *Educational Policy; *High Schools; Outcomes of Education; *Policy Formation; State School District Relationship; *State Standards; Student Characteristics; Track System (Education)

IDENTIFIERS- *Massachusetts

This examination of high schools in Massachusetts raises questions about the meaning of the high school diploma and the role, if any, of state policymakers in influencing its meaning. The study shows: (1) students with different characteristics (e.g., male, female, white, minority) and from different kinds of communities and with different socio-economic backgrounds take different patterns of courses; (2) academic tracking, which sorts students into different ability groups, establishes a system of different high school experiences for different groups of students; and (3) even courses with the same title and offered at the same level vary widely in content. Three options for exerting influence on curriculum content are examined: (1) local control of curriculum and promulgated state curriculum guidelines; (2) local control of curriculum except for a core of state-mandated course offerings; and (3) direct state influence on course content, material and outcomes. Although the primary focus of the study is on differential access to courses and programs, significant differences in academic experience were found to occur. The question is raised of whether the facts of differential access, impact of background factors, academic tracking and content variations between courses with the same title indicate problems needing both public discussion and consideration by state level policymakers. (JD)

ED 304 401 SP 030 882

DeSensi, Joy T.; And Others
Employer Expectations of Sport Managers and Evaluation of Sport Management Programs in the United States.
PUB DATE- 4 Jun 88
NOTE- 37p.; Paper presented at the Annual Conference of the North American Society of Sport Management (Urbana, IL, June 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Athletics; *Curriculum Development; Employer Attitudes; Employment Opportunities; Higher Education; *Managerial Occupations; Needs Assessment; *Program Evaluation
IDENTIFIERS- *Sport Management

The report consists of a series of studies designed to assess the needs of sport management positions and evaluate sport management programs/curricula in institutions of higher education. Three surveys were conducted to determine: (1) employer expectations of sport managers; (2) employer evaluation of educational sport management programs/curricula from diverse perspectives; (3) existent components of sport management programs/curricula; and (4) student career objectives and program evaluation. Respondents to the surveys were employers of businesses and agencies with sport-related programs, university faculty in sport management programs; and undergraduate and graduate students currently enrolled in sport management programs. Results indicated the amounts of and/or the degree of importance of: (1) previous job-related experiences; (2) management/leadership task-related courses; and (3) emphasis on program areas within the curriculum. Evidence was also provided on comparison of availability and desirability of students for diverse types of management positions. Suggestions are made for program content and direction in sport management education. (JD)

ED 304 402 SP 030 898

Wakefield, Alice P., Ed.

The St. Andrews Project. Basic Skills Assessment Program Report.

PUB DATE- 87
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *Basic Skills; Diagnostic Teaching; Learning Strategies; *Mathematics Instruction; *Minimum Competencies; Program Evaluation; *Reading Instruction; *Remedial Instruction; Secondary Education
IDENTIFIERS- Basic Skills Assessment Program

This program was designed to examine ways to assess competencies in basic skills, as well as ways to remediate those secondary students found lacking in these skills. Students were identified through the use of their Basic Skills Assessment Program (BSAP) scores. Teachers reassigned to remedial classes revealed a need for teaching teachers to work with this newly identified remedial population. In response to this need, the BSAP manual was developed by St. Andrews High School in Charleston, South Carolina. The manual is divided into seven sections: (1) motivating the underachieving secondary student; (2) assessing the underachieving students; (3) master teacher observations; (4) grouping strategies and remarks; (5) teaching strategies for remedial students; (6) BSAP record keeping; and (7) participating teacher recommendations. Sample worksheets and lesson outlines are included in the manual. Included in the appendices are reports on the South Carolina School Incentive Reward Program, course syllabi, interview/observation forms and consultation plan format and examples. (JD)

ED 304 403 SP 030 902

Soares, Louise M.
The Irrelevance of Student Teaching for Successful Induction into the Profession.
PUB DATE- Feb 89
NOTE- 26p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; On the Job Training; Student Teacher Attitudes; Student Teaching; *Teacher Orientation; *Teaching Experience
IDENTIFIERS- *Beginning Teacher Induction

Pertinent questions are raised which challenge the appropriateness of the student teaching experience. Research studies have shown that many beginning teachers found great difference between the more protected experience of student teaching and the real world of the beginning teacher who takes on the full responsibilities of the classroom. Future teachers need time to acquire "professional literacy", an aggregate of knowledge and understanding, skill and technology which is comprised of three major dimensions: (1) pedagogic arts; (2) personal and interpersonal dynamics; and (3) environmental knowledge of the school and its culture. A two-year induction process of internship and residency is proposed which will enable future educators to develop professional literacy and a knowledge base about the wisdom of practice in a collaborative effort of university and school districts. The primary objective is the retention of new teachers in the profession. (JD)

ED 304 404 SP 030 908

Delaware Performance Appraisal System: Teacher Appraisal Process.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Jul 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; *Instructional Improvement; *Lesson Observation Criteria; State Standards; *Teacher Evaluation
IDENTIFIERS- Delaware Performance Appraisal System

The purpose of the Delaware Performance Appraisal System is to assess instructional performance of teachers so that the quality of instruction can be improved, professional development activities can be prescribed, and a foundation for administrative decisions can be developed. The procedures outlined in this publication are the minimum standards for fulfilling the requirements of the appraisal system. Appraisal requirements vary slightly in that non-tenured staff is assessed annually while tenured staff assessment takes place on a two-year cycle. Forms used in completing the assessment are included with the outline of procedures. (JD)

ED 304 405 SP 030 913

Stahlhut, Richard; Hawkes, Richard
A Conceptual Model for Mentoring Student Teachers.
PUB DATE- Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Interpersonal Relationship; *Leadership Styles; *Mentors; Preservice Teacher Education; *Student Teachers; *Supervisory Methods; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Leader Behavior Description Questionnaire

The problem investigated in this study was to determine how student teachers perceived their cooperating teachers' leadership practices. Specifically, the problem had three parts: (1) to identify leadership behaviors that cooperating teachers used; (2) to see if there were dominant mentoring styles that existed when a cooperating teacher and a student teacher worked together; and (3) to find out if the leadership behaviors and mentoring styles influenced the student teacher's success as measured by a final evaluation checklist. Mentoring is seen as a nurturing process in which a more skilled and experienced person practices leadership styles that direct, coach, support, and delegate to less experienced persons for the purpose of promoting professional and personal development within the context of a caring relationship. The Leader Behavior Description Questionnaire Form XII was administered to 212 student teachers. Findings indicated that cooperating teachers used multiple leadership behaviors and mentoring styles equally. Recommendations are made for exploring the subject of leadership styles in more depth. (JD)

ED 304 406 SP 030 922

Bercik, Janet T.; Blair, Susan

A Perspective of New Teachers and Their Induction Year at a Major Urban Parochial School System.

PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Developmental Stages; Elementary Education; Parochial Schools; *Professional Development; *Teacher Orientation; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- *Beginning Teacher Induction

This study sought to ascertain the needs of teachers as they progress through their induction year. Three parochial schools in the Chicago Archdiocese, each with unique attributes and school make-up were the sites of the study. Due to an increase of new teachers in these schools, the principals approached the researcher for assistance in providing varying support systems. Induction programs were developed in the schools that were tailored to meet the specific needs of the beginning teachers in their specific setting. Case studies of the year-long teacher induction project in each school are presented. The study investigates variables, discovers relationships, and outlines the possibilities for further model development. At the end of the year, each participating teacher in the project was surveyed. Responses to ten key questions about their experiences are presented. Recommendations are made on areas that should be addressed by teacher educators. It is pointed out that if a teacher induction program is to be successful, it must be reactive to the needs of the teachers it serves and reflect positive educational strategies. (JD)

DOCUMENT RESUME

ED 304 407 SP 030 926

Malinen, Paavo, Ed.; Kansanen, Pertti, Ed.
Research Frames of the Finnish Curriculum. Research Report 53.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-4695-4
PUB DATE- 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Curriculum Problems; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Holistic Approach; *Long Range Planning; *Research Needs; *Research Problems
IDENTIFIERS- *Finland

This monograph contains, in condensed form, the papers presented by the members of a joint working group of curriculum researchers at the Curriculum Seminar in Helsinki in Septemenber, 1986. The articles largely reflect the problems which curriculum researchers have in Finland. In this report, the curriculum has been confined to refer exclusively to advance planning. Six papers are included: (1) "Notes on Curriculum Research in the Sociology of Education" (Ari Antikainen); (2) "Curriculum From the Future-Oriented and Value-Futurological Perspective" (Sirkka Hirsjarvi); (3) "The Curriculum as a Factor Directing Teaching" (Pertti Kansanen); (4) "The Operational Structure of School Curriculum" (Paavo Malinen); (5) "Has Somebody Hidden the Curriculum?--the curriculum as a point of intersection between the utopia of civic society and the state control" (Risto Rinne); and (6) "The Role of the Curriculum in the Formation of the World View" (Juhani Suortti). (JD)

ED 304 408 SP 030 927

Soares, Louise M.
Correlates of Self-Attribution and Competency of Liberal Arts Graduates in Teacher-Training Progams.
PUB DATE- Feb 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Comparative Analysis; Higher Education; Preservice Teacher Education; *Self Esteem; *Stress Variables; *Student Teacher Attitudes; Teacher Certification; *Teacher Interns
IDENTIFIERS- *Alternative Teacher Certification

Undergraduate student teachers (n=25), alternative certification candidates (n=20), and graduate interns (n=30) were found to be similar in background, admissions data, grade-point average, and perceptions of their competencies in various academic subjects. When identifying sources of stress, alternative candidates were closer to undergraduates in their high concern for personal relationships and academic activities. Interns felt greater stress in time management, the future, and finances. In perceptions of themselves as teachers, interns maintained a consistent profile in self-esteem from the point preceding field experiences to an on-the-job followup a year later. The alternative group and the undergraduates experienced a significant downward shift in self-esteem within the same time frame. Interns received the highest performance ratings from principals and teachers--and the alternative group, the lowest--on communication skills, instructional skills, interpersonal skills, and the ability to establish a positive learning environment. Discussion of these results centers upon their relevance to the educational reform movements in the present decade. (Author/JD)

ED 304 409 SP 030 929

Gideonse, Hendrik D.
Relating Knowledge to Teacher Education. Responding to NCATE'S Knowledge Base and Related Standards.
American Association of Colleges for Teacher Education, Washington, D.C.

REPORT NO.- ISBN-0-89333-054-X
PUB DATE- Jan 89
NOTE- 109p.
AVAILABLE FROM- American Association of Colleges for Teacher Education (AACTE) Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Higher Education; Preservice Teacher Education; Program Development; *Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs

New standards set by the National Council for Accreditaton of Teacher Education (NCATE) focus on unit, rather than program, acccreditation. The unit is the body within an institution that is primarily responsible for the preparation of teachers and other educational personnel. Units are required to focus on the knowledge bases pertinent to professional preparation and to focus on the world of professional practice. This monograph has the following purposes, to: (1) state the rationale for knowledge based curricula for teacher education; (2) describe the kinds of knowledge necessary; (3) clarify and illuminate the NCATE standards; (4) describe various institutional stategies for compliance with the standards; and (5) provoke discussion on considerations basic to teacher education programs. Chapter 1 addresses the rationale for knowledge as a base for program definition and evolution in teacher education. The second chapter considers different kinds of knowledge that inform the design, development, and delivery of teacher education. Chapter 3 is an interpretive treatment of NCATE's knowledge base and related standards. The final chapter describes strategies and tactics that units might use to meet the knowledge base standards. Appended are other NCATE themes, knowledge base exercises, a prospectus for the beginning teacher, and NCATE standards. (JD)

ED 304 410 SP 030 930

Teaching Teachers: Facts & Figures. RATE II: Research About Teacher Education Project.

American Association of Colleges for Teacher Education, Washington, D.C.

REPORT NO.- ISBN-0-89333-056-6
PUB DATE- Nov 88
NOTE- 60p.
AVAILABLE FROM- American Association of Colleges for Teacher Education (AACTE) Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Foundations of Education; Higher Education; *Institutional Characteristics; Preservice Teacher Education; Program Improvement; Schools of Education; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Research About Teacher Education Project

The Research About Teacher Education (RATE) project is an ongoing data collection effort to establish a reliable data base about teacher education. Thirty schools were randomly selected from institutions offering bachelor's, master's, and doctoral degrees for a total of 90 institutions. Following a long-term plan for rotating targeted respondents, professors of foundation courses and their students were surveyed. Participants in the survey included 153 professors and 729 students. Five sections elaborate on the data collected. Section one presents the context for teacher education by examining data which describe the entire institution and its education unit. The second section describes the status of current reforms in teacher education as reported by the participating institutions. The anatomy of a program with a focus on foundations is the subject of the third section. Section four studies the education professoriate and section five, student profiles. A summary of highlights points out some encouraging findings as well as some concerns that need to be addressed. Data are displayed in tables with narrative analysis. (JD)

ED 304 411 SP 030 931

Christa McAuliffe Showcase for Excellence. Developing Models to Enhance the Teaching Profession.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Sep 88
NOTE- 52p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle/Suite 700, Washington, DC 20036-1192 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Demonstration Programs; Higher Education; *Instructional Improvement; Minority Group Teachers; *Organizational Climate; Preservice Teacher Education; *Student Recruitment; *Teacher Education Curriculum

The award-winning programs of five teacher education institutions are described in this monograph: (1) Developing More Innovative Curricula in Teacher Preparation Programs; (2) Strengthening Relationships with Local School Districts; (3) Building and Sustaining New Strategies for Involving the Entire University in Teacher Education Programs and Enhancing the Institutional Climate for Teaching and Learning; (4) Creating New Strategies for Ensuring the Quality of Graduates in the Field of Education; and (5) Discovering New Ways of Attracting Minority Youth to Enter the Teaching Profession. Information is provided about whom to contact for additional information on the programs and a listing is included of other programs that were nominated for awards, with names and telephone numbers of persons to contact as well as abstracts that briefly describe the programs. (JD)

ED 304 412 SP 030 932

Flinders, Neil J.

Focusing on the Creative Function in Teacher Training: Connecting Subject Matter Content with Pedagogical Process.

PUB DATE- 87
NOTE- 16p.; In: Orteza y Miranda, Eveline, Ed. Philosophy of Education Proceedings, 1987. Calgary, University of Calgary. p36-49.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Convergent Thinking; *Creative Thinking; *Divergent Thinking; Higher Education; *Instructional Development; Preservice Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Thinking Skills

The basic premise of this paper is that effective teacher training programs need to assist students in reaching beyond competence in subject matter and instructional methodology to focus on developing the prospective teacher's capacity to recognize and utilize the cognitive processes underlying the respective categories of the curriculum. A description of the various definition of creative thinking is followed by a discussion on the thinking skills that need to be applied to the basic curriculum. The relationship of different kinds of creative thinking and four curriculum components is examined: (1) language and arts--subjective evaluation; (2) mathematics--deductive reasoning; (3) science--inductive thinking skills; and (4) social studies--objective evaluation. It is suggested that teacher training should focus on confirming the acquisition and use of these cognitive skills. (JD)

ED 304 413 SP 030 933

Byrne, Barbara M; Hall, Lisa M.
An Investigation of Factors Contributing to Teacher Burnout: The Elementary, Intermediate, Secondary, and Postsecondary School Environments.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Organizational Climate; *Stress Variables; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Burnout; Teacher Student Relationship; Teaching Conditions
IDENTIFIERS- Ontario (Ottawa)

The primary intent of the study was to investigate the importance of particular background variables on three dimensions of burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) for elementary (n=98), intermediate (n=163), secondary (n=162, and university (n=219) teachers. A secondary purpose was to delineate factors which teachers perceive as contributing most to feelings of work-related stress. While findings revealed sex and age to be the most salient background variables bearing on teacher burnout, their influence varied with teaching level and specific facet under study. Organizational factors related to the administration of educational institutions ranked high as a substantial contributor to feelings of stress by teachers at all levels of the educative system. Data from the study are appended and 30 references are included. (JD)

ED 304 414 SP 030 934

Jordan, K. Forbis
State Professional Standards/Practices Commissions or Boards: A Policy Analysis Paper.
American Association of Colleges for Teacher Education, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-89333-058-2
PUB DATE- 88
NOTE- 49p.; Produced by the State Issues Clearinghouse.
AVAILABLE FROM- ACCTE Publications, One Dupont Circle NW, Suite 610, Washington, DC 20036-2412 ($15.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board of Education Role; Educational Policy; Elementary Secondary Education; *Policy Formation; *Schools of Education; *State Standards; *Teacher Associations; *Teacher Certification; *Teacher Education Programs

This monograph explores the implicit and explicit public policy issues inherent in the debate over who is responsible for teacher certification and standards. A question is raised on the process to be used in making key decisions about the content of teacher education programs and entry into teaching. The issue of whether state agencies will continue to set the policies that determine entry into teaching or whether national teacher organizations in concert with non-public agencies will become the dominant force is discussed. The role of schools, colleges and departments of education is also examined. National teacher organizations have supported the creation of standards/practices commissions, but current pressures for creating these bodies are coming from education reform advocates as well as state political figures. Interest in creating commissions appears to be high, and this may contribute to dramatic changes in the structure and content of teacher preparation programs. It is pointed out that opportunities to have more power in setting licensing standards and reviewing professional practices may be short-lived unless educators are perceived as capable of meeting the challenge. (JD)

ED 304 415   SP 030 939

Kansanen, Pertti, Ed.
Discussions of Some Educational Issues II. Research Report 54.
Helsinki Univ. (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-4696-2
PUB DATE- 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; Foreign Countries; *Global Approach; Higher Education; *Interviews; Program Implementation; *Student Characteristics

This monograph contains the following essays including one written in German: (1) "Views on the Implementation of the Curriculum--Experiences of the Finnish Practice" (Pertti Kansanen); (2) "Modalization Processes in Student Biographies" (Rainer Kokemohr); (3) "Problemhafter Unterricht im Fach Physik mit dem Ziel des Auslosens schopferischen Lernens" (Hansjoachim Lechner); (4) "Universities after 1945. The Age of Global Power or Crisis" (Andrzej Radziewicz-Winnicki); and (5) "Reform Intentions and Their Implementation" (Erik Wallin). (JD)

ED 304 416   SP 030 941

Reetz, Linda J.; And Others
A Decision Making Practicum Matrix for Graduate Programs.
PUB DATE- 10 Nov 88
NOTE- 17p.; Paper presented at the National Teacher Education Division of the CEC Conference (Salt Lake City, UT, November 10, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Field Experience Programs; *Graduate Study; Higher Education; *Masters Programs; *Practicums; *Special Education; Teacher Certification; Teacher Education

A set of matrices are described that were created to be used in selecting appropriate practica experiences for students in graduate level special education teacher training programs. Two practicum matrices were designed to take into consideration the following factors in deciding on acceptable practicum experience for each student: (1) educational training and teaching experience; (2) available placement site alternatives; and (3) the purpose of the practicum (completion of a master's degree or certification only). In addition to a description of these matrices, potential research questions are also raised regarding the use of these matrices. (JD)

ED 304 417   SP 030 942

Skelding, C. H.; And Others
Approaches to Reskilling as a Process of Professional Development.
PUB DATE- Feb 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Foreign Countries; Professional Development; *Program Development; *Reentry Workers; Refresher Courses; *Retraining; Teacher Employment; *Teacher Recruitment; Teacher Shortage; *Teaching Skills
IDENTIFIERS- England; Wales

A number of ideological, economic and demographic changes are necessitating radical and substantial changes in the education system in England and Wales. Foreseeing a teacher shortage throughout primary education well into the 1990s, alternative forms of entry to the profession have been explored. However, the largest potential source for resolving teacher shortage lies in the pool of inactive teachers. There is a large number of these teachers who might return to teaching if adequate retraining options are available. This paper describes a one-year full-time course for teachers who were already qualified but had either been out of teaching for some time, or who wished to change from secondary to primary grades. Approaches that have been devised to meet the needs of these teachers and promote positive reskilling attitudes are discussed. An outline is appended of the first course devised for the program as well as a revised concept of the processes in a new course outline which was developed after the initial experiences of "reskillng". (JD)

ED 304 418 SP 030 943

Williamson, Ronald E.; Abel, Frederick J.

The Professional Portfolio: Keys to a Successful Job Search for the Beginning Teacher.

PUB DATE- 22 Feb 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; Employment Qualifications; Informal Assessment; *Job Application; *Portfolios (Background Materials); *Resumes (Personal); *Teacher Employment
IDENTIFIERS- Tukeys Test

Credential portfolios as a selection tool in the hiring of new teachers is not a new idea. Their importance has been stressed in the professional literature. For the purpose of this study, we developed a portfolio checklist of items to be included in the beginning teacher's professional portfolio. After a pilot study was conducted, 400 surveys were sent to hiring officials in all of the districts in south Georgia. Data were analyzed using the Tukey HSD test. The major conclusion drawn was that there is a significant difference in the way various groups of administrators view items in the professional portfolio, especially middle school principals. New teachers should tailor their portfolios to a particular group of hiring officials. Additional research is needed to determine why these administrators view portfolio items differently. (Author)

ED 304 419 SP 030 944

Abel, Frederick J.; And Others
Learning Style and Inservice Teacher Stress: Is There a Relationship and What Can Be Done about It?
PUB DATE- 22 Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Interpersonal Relationship; Stress Management; *Stress Variables; Teacher Behavior; *Teacher Burnout
The purpose of this study was to determine if there was any relationship between an individual teacher's preferred learning style and the amount of exhibited total stress. It also sought to determine if there was any specific area of stress which related to learning style. This was basically a replication of a study done in 1988 using a different population. Seventy-seven teachers from Northwest Georgia were administered the Wilson Stress Profile for Teachers (WSPT) and the Gregorc Transaction Ability Inventory. Data were tested by Analysis of Variance (ANOVA) for any relationship among learning style and stress levels. ANOVA was also used to see if there was any relationship between learning styles and individual areas of stress as measured by the WSPT. T-tests were used to see if there was any relationship between stress levels and the abstract-concrete and the random-sequential continuum. Conclusions are: (1) that Georgia teachers as a group, are moderately to highly stressed, much more so than the 1988 study's population of Montana student teachers; (2) there is a very limited relationship, if any, between learning style and stress levels; and (3) larger sample sizes might reveal significance in the areas of interpersonal conflicts and stress management techniques. (Author/JD)

ED 304 420 SP 030 945

Westerman, John E.
A Review of Current State Minimum Teacher Certification Standards and Their Relationship to Effective Schools Criteria and Effective Teacher Characteristics.

PUB DATE- Feb 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; Comparative Analysis; General Education; Higher Education; *Minimum Competencies; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Characteristics; *Teacher Effectiveness

Minimum state standards for teacher education/teacher certification of selected states across the United States are reviewed, including admission to teacher education, general education, professional education, specialization studies, and any additional state requirements. Recommendations and findings of effective schools studies are presented. A brief research review is presented of summary articles on effective teacher characteristics. Finally, the proposals and findings of the effective schools studies and the teacher effectiveness studies are compared to the minimum standards set, in general, by state departments of education for teacher certification. (Author/JD)

ED 304 421 SP 030 946

Martin, Dawn Vincent
Transition Management: The Student Teacher's Achilles Heel.
PUB DATE- Feb 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Behavior; *Student Teachers; *Teacher Behavior; Teacher Effectiveness; *Time Management
IDENTIFIERS- *Transition Management

Classroom observation of four student teachers during the first, seventh, and fourteenth weeks of their teaching semester focused on their management of transition periods between lesson segments. Videotapes and stimulated recall analysis of the differences revealed that: (1) the most effective student teachers averaged fewer transitions per lesson; (2) the less effective teachers' transitions were more than three times the duration of their more effective counterparts; (3) the more effective teachers devoted less overall class time to switching activities; and (4) effective student teachers had no behavioral problems requiring desists during their transitions while the less effective teachers averaged 3.3 desists per transition. Suggestion are made for making transition periods more efficient. (JD)

ED 304 422 SP 030 947

Roames, Richard L.
The Development of the Current Redesign of the National Council for Accreditation of Teacher Education and Its Implications for Teacher Education.
PUB DATE- Feb 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Educational Quality; *Evaluation Criteria; *Governance; Higher Education; Preservice Teacher Education; Program Evaluation; Schools of Education; *Standards; *Teacher Education Programs
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

An overview is presented of four major redesigns that the National Council for Accreditation of Teacher Education (NCATE) has undergone since it was established in 1952. Growing criticism had advocated radical redesigning of NCATE in the areas of governance, procedures, finance, and the "Standards." Four alternative principles were adopted in the course of NCATE redesigning: (1) unit accreditation replacing individual program accreditation; (2) enhanced articulation between state approval and national accreditation; (3) creation of a Board of Examiners; and (4) revision of the "Standards." One significant change proposed by the redesign was a new system of NCATE governance. The NCATE redesign now endeavors to incorporate the professional, practitioner, legal, and specialty constituents in a fashion of shared governance. The issue of quality in teacher preparation was the central focus in the the redesigning of the NCATE "Standards." The inclusion of quantitative criteria strengthens the NCATE accreditation process and demonstrates responsiveness to demands for quality teacher training. (JD)

DOCUMENT RESUME

ED 304 423 SP 030 948

Ford, Sharon; And Others
A Professional Partnership Alternative for Teachers.
PUB DATE- Feb 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Collegiality; *Developmental Stages; Elementary Secondary Education; Helping Relationship; Mentors; *Professional Development; Program Development; *Teacher Attitudes; Teacher Interns
IDENTIFIERS- *Beginning Teacher Induction; Teacher Stages of Concern

Educators and researchers nationwide are examining the contributions of induction programs to new teachers as they enter the profession. This time of transition is being held by many as increasingly important for the successful occupational adjustment of new teachers and the retention of quality teachers. It also is believed to affect the degree of enthusiasm and confidence with which teachers anticipate their careers in education. Discussion of the university/school district induction program presented in this paper shows assessment outcomes related to the stages of concerns experienced by beginning teachers in the program; the assistance given by support teachers as these concerns emerged for each intern teacher; and the perceived benefits of this program for participants. Implications for future direction in the use and design of induction programs for new teachers is discussed. (Author)

ED 304 424   SP 030 949

Jones, Donald W., Ed.

Preparing For NCATE. Criteria for Compliance. External Evaluation.
North Central Association of Colleges and Schools, Muncie, IN. Teacher Education Project.
PUB DATE- 88
NOTE- 255p.
AVAILABLE FROM- North Central Association/AACTE Teacher Education Project, Donald W. Jones, TC 807, Ball State University, Muncie, IN 47306 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); *Evaluation Criteria; *Evaluation Methods; Higher Education; Needs Assessment; Program Evaluation; *Schools of Education; *Self Evaluation (Groups)
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

The focus of the 1988 three-day Teacher Education Workshop was on the theme of preparation for the National Council for Accreditation of Teacher Education (NCATE) accreditation. Attention was limited to preparation for NCATE evaluation, a choice that grew from a recognition that the basic foundation of the profession lies in serious efforts at quality control. Papers presented at both the mini-conference and the NCATE workshop comprise the second section of this report. The third section outlines and describes group projects undertaken by the participants. The final section is devoted to individual reports presented by 10 workshop participants. The appendices includes an outline of the North Central Accrediting Association/ American Association of Colleges for Teacher Education Project and biographical information on workshop participants. (JD)

ED 304 425 SP 030 950

Grippin, Pauline C.
Using Research on Teaching Excellence to Re-model Teacher Education.
PUB DATE- Feb 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Research Utilization; *Role Models; *Student Teaching; *Teacher Characteristics; *Teacher Effectiveness; Videotape Recordings; *Vocational Maturity

The literature on teacher education indicates that cooperating teachers are significant persons in the professional training of teachers, that student teachers are reinforced for reproducing the kinds of teaching styles they most often experience as students. This paper suggests a model of teacher training that identifies practicing outstanding teachers and utilizes them and their skills throughout the training process. It is proposed that videotapes of outstanding teachers in the classroom, as they plan curricula, as they interact with students, etc. become integral parts of the educational psychology courses and generic methods courses in the school of education curriculum. A review of literature on effective teaching gives a clear profile of the characteristics of an outstanding teacher who would be an excellent role model for beginning teachers. Four categories of qualifications emerge from this review: (1) minimum qualifications; (2) effective instruction, encompassing skills in classroom management and instructional techniques; (3) educational maturity; and (4) extraordinary service and skills. Using criteria establshed on the basis of these categories, outstanding practicing teachers can be identified and invited to participate in teacher training programs. (JD)

ED 304 426 SP 030 951

Schell, Robert E.; And Others
Relationship of Teacher Questioning and Student Answering Behaviors in High School Biology and Chemistry Classes across the School Year. Classroom Interaction Research Laboratory.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
CONTRACT- MDR84-70215
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; High Schools; *Interaction Process Analysis; *Questioning Techniques; Research Methodology; *Student Reaction; *Teacher Behavior; *Teaching Methods

This research assessed whether, within the context of a classroom session, the pattern of questioning and discussion used by teachers is related to the pattern of student responses. Clear and comprehensible linkages between questioning and answering behaviors were found in this study. These results indicate that researchers can help resolve the complex questions about classroom transactions that face teachers and school administrators by using multivariate hypotheses and analytic methods without encountering some of the measurement problems inherent in the use of classroom observation data. (Author)

ED 304 427 SP 030 952

Danielson, Kathy Everts; LaBonty, Jan
Modeling the Process: Creating a Community of Learners in Reading/Language Arts Methods Courses.
PUB DATE- 20 Feb 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Higher Education; *Language Arts; *Learning Strategies; Methods Courses; Preservice Teacher Education; *Reading Instruction; *Small Group Instruction; Story Telling; *Teaching Methods; *Writing Instruction

Modeling the processes of effective teaching through cooperative learning, creating a community of learners, and other interactive teaching strategies are discussed. As teacher education students become involved in their own reading and writing, they take ownership of their own learning and begin to feel a part of a larger community of learners. Elements such as storytelling, dialogue journals, daily reading aloud, pen pal letters, and shared writing are described within this community of learners approach. Seventeen references are included as well as a list of books recommended for reading aloud. (Author/JD)

ED 304 428 SP 030 953

Hunter, John
Induction of New Teachers: An Annotated Bibliography.
PUB DATE- Nov 88
NOTE- 35p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Mentors; *Program Development; *Program Implementation; Teacher Evaluation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This annotated bibliography on beginning teacher induction is divided into three major sections. The first area dealt with is the need for induction programs. This section includes topics on the problems of beginning teachers and what assistance can be offered. The second section focuses on designing induction programs and discusses program components, program implementation, and program evaluation. The third section on the results of implementation deals with the research findings on results from induction programs that have been tried. A variety of studies are available on induction programs as they relate to the school setting. For the purpose of this study, research related to both elementary and secondary beginning teachers was used. (JD)

ED 304 429 SP 030 954

Paige, Roderick R.
Texas Southern University College of Education's Teacher Candidate Recruitment Program.
PUB DATE- Dec 88
NOTE- 19p.; Paper presented at the National Conference on the Preparation and Survival of Black Public School Teachers (9th, Norfolk, VA, December 1-2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Teachers; *Career Choice; Community Involvement; Elementary Secondary Education; Higher Education; Marketing; Minority Group Teachers; Preservice Teacher Education; *Student Recruitment; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS- Recruitment and Retention Program; *Teacher Candidates; Texas Southern University

A description of Texas Southern University focuses on demographic trends and changes in school personnel and the student body in the period between 1981 and 1987. The data reveal two problems: too few black persons are choosing teaching careers, and too many of those that do are unable to achieve a passing score on teacher admission tests. A description is given of the Teacher Candidate Recruitment and Retention Project (TCRRP), established by the university in an effort to overcome the problem of the shortage of qualified black teachers. The project involves recruitment activities designed to enhance the image of teaching careers, college enrollment assistance, early identification of teacher candidates, and monitoring programs. In tandem with the recruitment efforts, a program of effective academic skill enhancement and broad-based community involvement has been initiated. The purpose and objectives of the TCRRP are discussed and an outline of the program's design is presented. (JD)

ED 304 430 SP 030 961

Maione, Mary Jane
Kids Weigh to Fitness.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-395-X
PUB DATE- 89
NOTE- 120p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation, and Dance Publications, P.O. Box 704, Waldorf, MD 20604 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- After School Programs; *Body Composition; Elementary Secondary Education; *Exercise; *Nutrition; Physical Activities; Physical Education; *Physical Fitness

A description is given of a program that provides preventive measures to check obesity in children and young people. The 24-week program is divided into two parts--a nutrition component and an exercise component. At the start and end of the program, tests are given to assess the participants' height, weight, body composition, fitness level, and nutritional awareness. The total program consists of eight steps: (1) selecting participants; (2) inviting participants to the program; (3) informal meeting with parents and/or participants; (4) parental and medical permission slips; (5) pre-testing; (6) implementation; (7) post-testing; and (8) progress reports. This manual provides suggested activities for each of these steps of the program, including sections on testing students, nutrition and weight control guidelines, exercise guidelines, sample lesson plans, and sample exercise sessions. A bibliography is included. (JD)

ED 304 431 SP 030 962

Oja, Sharon Nodie; Ham, Maryellen C.
A Collaborative Approach to Leadership in Supervision: Project Portrayal. Part A of the Final Report.
New Hampshire Univ., Durham. Dept. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Oct 88
NOTE- 40p.; University of New Hampshire Collaborative Action Research Projects. For related documents, see SP 030 963-964.
CONTRACT- 400-85-1056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *College School Cooperation; *Cooperating Teachers; Curriculum Development; Higher Education; *Leadership Responsibility; Preservice Teacher Education; *Program Development; Student Teaching; *Supervisory Training; Teacher Education Programs

This is a report of the development and implementation of a collaborative program at the University of New Hampshire which focuses on the preparation of public school cooperating teachers as more effective supervisors of both graduate student interns and undergraduate students who are exploring teaching as a career. Specifically, the program expects experienced practicing teachers to play a major role in the preservice instruction of teachers, to assist with the continued growth of inservice teachers, and to assume the role of initiator or change agent in curriculum. The report includes: (1) project description and evolution; (2) major issues, strategies, and collaborative approaches; (3) major outcomes and findings; (4) institutionalized features of the project; (5) project implications and lessons learned; and (6) product development. Tables are appended showing the phases of the project, two approaches to supervision, dissemination activities, theoretical framework in collaborative supervision, and a summary of process/content outcomes and assessments. (JD)

ED 304 432 SP 030 963

Oja, Sharon Nodie
A Collaborative Approach to Leadership in Supervision: Program Assessment Report. Part B of the Final Report.
New Hampshire Univ., Durham. Dept. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Oct 88
NOTE- 107p.; University of New Hampshire Collaborative Action Research Projects. For related documents, see SP 030 962-964.
CONTRACT- 400-85-1056
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Adult Development; *College School Cooperation; Collegiality; *Cooperating Teachers; Higher Education; Preservice Teacher Education; *Principals; *Program Evaluation; *Student Teacher Supervisors; Student Teaching; Supervisory Training

Participating teachers, principals, and university supervisors were introduced to three areas of research aimed at improving supervision: adult development theory, alternative models of supervision, and the process of collaborative action research. With assistance from university faculty, project participants developed knowledge of the stages of adult development and alternative supervisory models which can be matched to the developmental stages of supervisees. Principals use their new learnings with teachers as part of their role as instructional leaders. Teachers use their learning to supervise university fifth-year graduate interns, student teachers, peers, or undergraduates participating in an exploring teaching course. University supervisors use their new learnings to work more collaboratively with cooperating teachers. Participants were encouraged to develop action research projects that extended the applications of research knowledge and contributed to understanding the project's impact. Included in this report are a description of the project, its research methodology, its outcomes, and a discussion of results and their implications. Eighty references, 17 tables, one figure, an assessment inventory, and the final evaluation survey instrument are appended. (Author/JD)

ED 304 433 SP 030 964

Oja, Sharon Nodie; Ham, Maryellen C.

A Collaborative Approach to Leadership in Supervision: Practice Profile. Part C of the Final Report.

New Hampshire Univ., Durham. Dept. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Oct 88
NOTE- 42p.; University of New Hampshire Collaborative Action Research Projects. For related documents, see SP 030 962-963.
CONTRACT- 400-85-1056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Principals; *Program Content; *Program Development; Program Evaluation; Student Characteristics; Teacher Characteristics; *Teacher Interns

In this section of the final report a complete practice file for developing a similar program is presented, describing 17 components of the program: (1) collaborative action research process; (2) principal leadership group; (3) teacher supervision group; (4) school-university task force on supervision; (5) coordinator of teachers and interns (CTI); (6) evidence of successful collaboration; (7) institutionalizing tasks and roles for the collaborative supervision model in schools; (8) institutionalizing tasks and roles for the collaborative supervision model in the university teacher education Program; (9) advisement and placement processes for student teaching interns; (10) selection of university supervisors; (11) selection of cooperating teachers; (12) knowledge base in adult development and models of supervision; (13) collaborative supervision matching model process (teacher/intern); (14) observation, feedback, and evaluation process; (15) the exploring teaching and graduate intern seminar courses; (16) supervision/evaluation measures; and (17) the supervisory competencies assessment inventory. For each component a list is provided of ideal practice, acceptable practice, and unacceptable practice. (JD)

ED 304 434 SP 030 972

Whann, Margaret
Developing a Partnership (DAP). Teachers as Managers. Aides as Technicians. Does Training Make a Difference?
Los Angeles County Office of Education, Downey, CA.
PUB DATE- 15 May 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Personnel Management; Staff Development; *Supervisory Training; *Teacher Aides; *Teacher Responsibility
IDENTIFIERS- California (Los Angeles County)

The Developing A Partnership (DAP) training for teachers and aides was designed to assist the teachers who have been trained to teach students and find themselves managers of other adults in the classroom. Evaluation subsequent to the training by a single measure post-test of teachers and aides from five elementary schools in Los Angeles County indicted that the training was successful in its objectives of increasing communication and planning between the teacher and the aide and in developing skills for the aide. Teachers and aides reported a statistically significant positive change in their communication and planning and in aide skill development since the training. A recommendation was made to expand the training to other schools in the county with further study using pre- and post-tests for evaluation. (Author)

ED 304 435 SP 030 973

Brady, Don
Should Individuals Who Possess Only One Brain Be Allowed To Box?

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Adventitious Impairments; *Athletes; Athletics; *Injuries; *Minimal Brain Dysfunction; *Neurological Impairments; Safety
IDENTIFIERS- *Boxing

This paper questions the acceptance of injuries obtained while participating in sport and in particular, the relationship between participation in boxing and brain injury/damage identified in boxers. A review of the literature indicates research findings support the tenet that brain damage found in boxers is cumulative and is directly related to the period of time individuals actively participated in the "sport". Since the central nervous system, and in particular the brain, has been found not capable of cell regeneration or preconditioned to accept trauma, the apparent risks of boxing outweigh the reported benefits to individuals and society. Ideally, boxing should be banned because of of the potential for irreversible brain damage to contestants. Since this does not appear to be realistic at this time, some recommendations offered for limiting potential brain damage for boxers are included. (JD)

ED 304 436   SP 030 975

Diez, Mary
Partnerships in Teaching Critical Thinking.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 1989). Educators (February 18-22, 1989, St. Louis, MO).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *College School Cooperation; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Intellectual Development; Problem Solving; *Teacher Participation
IDENTIFIERS- Alverno College WI; *Thinking Skills; Wisconsin (Milwaukee)

In a collaborative project with Alverno College, 22 elementary and secondary schools created teacher designed plans for the infusion of critical thinking across the curriculum, developing the role of the teacher as change agent. Distinctive features of the program included a focus on critical thinking as an ability to be developed by students, recruitment of teacher teams from elementary and secondary schools, ongoing support and feedback for the teachers' work in the project, and active collaboration between college faculty and elementary and secondary school teachers. (Author)

ED 304 437 SP 030 977

Pine, Gerald; Keane, William

Collaboration for Educational Excellence and Equity: Lessons Learned.

PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *College School Cooperation; Community Colleges; *Curriculum Development; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Public Schools; Schools of Education; *Staff Development
IDENTIFIERS- Michigan (Oakland County)

Educational collaboratives are organizations in which educational administrators, university and college faculty, classroom teachers, intermediate district staff, and graduate and undergraduate students share energy, expertise, time, and other resources to plan and implement joint programs of preservice and inservice education, action research, curriculum development, and staff development for the purpose of achieving mutual goals for the improvement of education. Case studies are presented which document collaborative efforts involving at one time or another a university, community college, two intermediate school districts, and a number of local school districts in addressing the issues of quality, integrity, and efficiency in education. These collaboratives were established and continue to operate primarily in Oakland County, contiguous to the city of Detroit. Oakland County encompasses a variety of local school districts--large and small; urban, suburban, and rural; affluent and poor. Representatives of the public schools, Oakland University, Oakland Community College and the Oakland schools have formed several educational collaboratives and have learned a great deal about the characteristics of effective institutional collaboration. (JD)

ED 304 438 SP 030 978

Cooper, Mary Gendernalik; Morey, Ann I.

Balancing Acculturation to the Profession and Acclimation to the School District through a University-School District Collaborative Induction Program.

SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Univ. and Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 89
NOTE- 23p.; For related document, see SP 030 979.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Helping Relationship; Higher Education; *Institutional Cooperation; Mentors; Professional Development; *School Districts; *Schools of Education; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; New Teacher Retention Project (San Diego)

The New Teacher Retention Project is a collaborative partnership between San Diego State University and the San Diego Unified School District. The purposes of the project are to develop a practical model of support and assistance to new teachers, particularly those working with students from culturally diverse backgrounds, and to promote the retention of these teachers in such settings. The project involves university faculty from the arts and sciences (as well as faculty from the College of Education), along with staff development personnel, resource teachers, mentor teachers, and administrators from the school district. The project is jointly administered by the university and the school district. This paper discusses the three major components of the project: professional development, psychological and collegial support, and scholarships and materials stipends. The process of collaboration employed in the project and insights gained through it are also discussed. (JD)

DOCUMENT RESUME

ED 304 439 SP 030 979

Cooper, Mary Gendernalik; Morey, Ann I.
Three Components of Comprehensive Collaboration and Their Implications for Improving Teacher Preparation.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Univ. and Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 89
NOTE- 34p.; For related document, see SP 030 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Educational Improvement; Higher Education; *Institutional Cooperation; Instructional Effectiveness; Preservice Teacher Education; *Schools of Education; *Teacher Education Curriculum; Teacher Effectiveness
IDENTIFIERS- Beginning Teacher Induction; California (San Diego)

Two major categories of issues constitute the agenda for improving the quality of teaching. The first encompasses "empowerment" issues such as occupational status of teachers, their working conditions, income, incentive, and autonomy. The second addresses "enablement," the knowledge, skills or abilities, and judgment requirements of teaching and the standards or criteria of performance and practice in teaching. This paper discusses a collaborative initiative which addresses both the substantive and institutional role/relationship of the "enablement" agenda. The partnership is between San Diego State University and the San Diego Unified School District. The initiative involves the university academic discipline faculties, teacher educators, and public school practitioners in a comprehensive review of the entire curriculum through which students become teachers. The substantive purpose is to generate and sustain an integrated course of study for teacher education spanning the general education and major subject components of the undergraduate degree, professional preparation courses, and the first years of teaching. Three funded initiatives that are major components of this comprehensive collaboration are discussed: (1) the Fund for the Improvement of Postsecondary Education; (2) the Teacher Education Institute; and (3) the New Teacher Retention Project. The initiative is described in terms of its substance, strategies, and structures and an analysis is presented of it as a model of multiple partner collaboration. (JD)

ED 304 440 SP 030 980

Rockler, Michael J.

Teaching Thinking Skills for the Twenty-First Century.

PUB DATE- 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; *Concept Formation; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; Higher Education; Instructional Improvement; Metacognition; *Schemata (Cognition); Teaching Methods
IDENTIFIERS- Brain Research; Dewey (John); *Thinking Skills

This paper examines the teaching of thinking skills for the future. An analysis of John Dewey's "How We Think" offers insights into cognition. Four types of thinking--reflective, conceptual, critical and creative--are explored. Aspects of brain research relevant to cognition are discussed. Specific ways to facilitate thinking and several strategies for improving thinking skills in the classroom are offered. It is pointed out that students must be stimulated by perplexing problems which have genuine meaning for them. Actual and vicarious experience enables students to improve their cognitive skills. Helping students to understand the nature of the contemporary social environment can also facilitate thinking. (Author/JD)

ED 304 441 SP 030 981

Wasserman, Susan; Emery, Donna
Issues in Beginning Teacher Support.
PUB DATE- Mar 89

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; *Collegiality; Elementary Secondary Education; Helping Relationship; Inservice Teacher Education; Program Development; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Because there is a great need for support of new teachers, the Department of Elementary Education, California State University, Northridge, developed a Beginner Teacher Support Program; Help Line, with the objective of easing the induction period for new teachers. This paper describes the main elements of the program called Model I, and a proposed program of new teacher support, called Model II. Both models are built on the assumption that new teacher support must be responsive to the context where actual teaching takes place, and that support must be responsive to the needs expressed by the new teacher. The two models differ in that Model I is based on the concept that university and school district collaboration should be limited because the success of a support program is based on collegiality and trust. Therefore, support functions must be separated from the hierarchical and evaluation functions of the local schools. Model II, however, is based on the idea that full university and school district collaboration is necessary and that the hierarchical and evaluative functions of local schools can be balanced with support functions. Following descriptions of the two models, a discussion is presented on the merits of the two kinds of support functions. (JD)

ED 304 442 SP 030 984

Guerrero, Frank; Goldberg, Phyllis
The Collaborative Consultation Support System Program 1987-88.
Evaluation Section Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jan 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Disadvantaged Schools; Elementary Secondary Education; Helping Relationship; *Instructional Improvement; *Peer Teaching; *Program Evaluation; School Cadres; *Staff Development; Teacher Effectiveness
IDENTIFIERS- *Collaborative Consultation Support System Program; New York (New York)

An evaluation is presented of the Collaborative Consultation Support System Program (CCSSP) which was developed to provide support to public schools in need of assistance. The school in which the program was established consisted of students who were mostly from poor and culturally diverse families. For the purpose of improving instruction, 18 teachers were "paired" to work together. The pairs were comprised of at least one experienced teacher and one probationary teacher. The objectives of the CCSSP were: (1) provide beginning teachers with a strong knowledge base to make them more effective; (2) train selected experienced teachers in a collegial, coaching, supervision/observation process; (3) establish a process of ongoing peer coaching, staff development and support for teachers in the school; (4) develop a cadre of teachers and administrators who can help others apply the teacher effectiveness research; and (5) improve overall student achievement in mathematics and reading. In this report the proposal for the program is outlined and the program rationale is described. An evaluation of the program includes descriptions of program activities and findings obtained from interviews with the participants, surveys that evaluated the program training, and an analysis of student scores on standardized tests. (JD)

ED 304 443 SP 030 986

Mann, George; And Others
The Next Generation of Teachers: A Redesigned Preservice Program.

PUB DATE- 21 Feb 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Beginning Teachers; Field Experience Programs; Higher Education; *Institutional Cooperation; Preservice Teacher Education; *Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Orientation

IDENTIFIERS- *Beginning Teacher Induction; East Central University OK

This paper describes: (1) the process used to redesign a teacher preparation program at East Central University in Oklahoma; (2) the teacher education program as it currently functions; (3) the results of several years of implementation; and (4) the Oklahoma entry-year Assistance Program at the university. It also describes the collaborative involvement of public school educators in the process. Details of the improved knowledge base, admissions and retention policies, and expanded field experiences that were the result of the effort are discussed. References are included and the appendices contain a list of undergraduate goals, the professional education sequences in the program, and sample entry-year teacher observation instruments. A flow chart of the responsibilities of the school district in the entry-year assistance program is also appended. (JD)

ED 304 444 SP 031 011

National Board for Professional Teaching Standards. ERIC Digest 88-6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Higher Education; National Programs; Professional Recognition; *Standards; *Teacher Certification; Teacher Education; Teacher Effectiveness; Testing
IDENTIFIERS- ERIC Digests; *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS), a private, nonprofit body, was established in 1987 to address the need for uniform teaching criteria and improved methods for gauging how well such standards are met. The NBPTS is comprised of 63 members who are teachers (the majority), school administrators, local board members, state governors (past and present), teacher educators, children's advocates, and business leaders. The board expects to issue its first teacher certificates in 1993. This digest discusses why such a board is necessary, how it will achieve its goals, and what impact it is expected to make. References available from the ERIC database are included. (JD)

ED 304 445 TM 012 639

Gilman, David Alan
Improving Schools through Inservice Test Construction: The Rossville Model.
PUB DATE- Nov 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Basic Skills; Computer Assisted Testing; Curriculum Development; Delphi Technique; *Educational Improvement; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Minimum Competency Testing; Norm Referenced Tests; *Teacher Made Tests; *Test Construction; Testing Programs
IDENTIFIERS- Competency Based Assessment; *Competency Rossville Model; Rossville Alvin School District IL

A method for improving curriculum and schools through the local development of competency tests in basic skills--the Competency-Rossville Model (CRM)--is outlined. The method was originated in the school system of Rossville (Illinois) and has been tested in five other midwestern school systems. The approach leads the faculty of the school, with the guidance of a measurement consultant, in the development of a series of grade-level tests to measure mastery in basic skills achievement. This method of test development serves to articulate the curriculum; provides a useful, relevant, and appropriate achievement testing program; and provides a management system for the improvement of basic skills instruction. The CRM is compared favorably to the norm referenced testing model. The CRM program includes: (1) inservice instruction of faculty in an alternate model of evaluation of academic achievement; (2) a committee of school faculty formed around use of the Delphi method to confer with their fellow teachers; (3) grade-level representatives in charge of informal committees for each grade level; (4) informal teacher conferences, involving each grade level, to establish a list of skills to be mastered by students; (5) development of test items; and (6) computer-assisted interpretation of tests. This type of inservice development project has been successful in increasing faculty morale, improving basic skills instruction, and improving school achievement testing programs. The project involves faculty actively in curriculum development, results in valid and reliable tests, and provides information that is valuable and useful to teachers. Nine figures are provided, and a sample skill-referenced math test is appended. (TJH)

ED 304 446 TM 012 667

Ohlsson, Stellan
Trace Analysis and Spatial Reasoning: An Example of Intensive Cognitive Diagnosis and Its Implications for Testing. September 1987. Technical Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
REPORT NO.- UPITT-LRDC-ONR-KUL-8702
PUB DATE- 88
NOTE- 77p.; In: Frederiksen, Norman; Glaser, R.; Lesgold, A. M.; Shafto, M., Eds. Diagnostic Monitoring of Skill and Knowledge Acquisition. Erlbaum, Hillsdale, NJ.
CONTRACT- ONR-N00014-85-K-0337
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Measurement; Cognitive Psychology; College Students; *Computer Simulation; Higher Education; Item Analysis; *Problem Solving; *Psychometrics; *Spatial Ability; *Standardized Tests; Test Construction
IDENTIFIERS- Reasoning Tests; Spatial Tests; *Trace Analysis

Recent theoretical developments in cognitive psychology imply both a need and a possibility for methodological development. In particular, the theory of problem solving proposed by Allen Newell and Herbert A. Simon (1972) provides the rationale for a new empirical method for the processing of think-aloud protocols--trace analysis. A detailed example is presented in which trace analysis is applied to human performance on a spatial reasoning task. The study, a portion of a larger study, involved 12 subjects who were required to solve a variety of spatial arrangement problems under different conditions. The protocol produced by a single subject--a 30-year-old female psychology student--while solving the block problems was selected for analysis on the basis of completeness and interest. The relations between trace analysis, on the one hand, and the psychometric ideas of measurement and standardization, on the other, are discussed. A non-psychometric approach to standardized testing, referred to as "theory referenced test construction," is proposed. The main premise of the approach is that test items should be validated against computer-implemented information processing models of the relevant cognitive functions. Eight figures and a 64-item list of references are provided. A computer simulation program, a bibliography of Knowledge and Understanding in Human Learning reports, and a report distribution list are appended. (TJH)

ED 304 447 TM 012 668

Cohen, Paul
High School Graduation Requirements Law: Data Pertaining to the 1986-87 Graduating Class.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-700-45
PUB DATE- Dec 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Educational Legislation; *Graduation Requirements; *High School Graduates; High Schools; Limited English Speaking; Minimum Competency Testing; Public Schools; Required Courses; School Districts; Secondary Education; Standardized Tests; State Legislation; *State Standards; *Testing Programs
IDENTIFIERS- *High School Graduation Requirements Law; Mandated Tests; *New Jersey

The 1986-87 graduating classes of public high schools in New Jersey were the third set of classes that had to satisfy the state's High School Graduation Requirements Law (Chapter 241). Data reported by the districts are summarized, although no individual district data are presented. The statewide graduation requirements include: (1) passing a ninth grade-level statewide test in reading, writing, and computation; (2) complete a program of required courses in communication, computation, social studies, history, natural or physical science, physical education, health, safety, art, and career exploration or development; (3) accumulation of at least 92 credits; and (4) adherence to local district attendance and other requirements. Any student starting grade 12 who does not meet the testing requirement receives a comprehensive assessment of basic skills proficiency, known as a Special Review Assessment (SRA). Data for the 1986-87 graduating class are reported for regular students, handicapped students, and students with limited proficiency in English for the entire state including urban and non-urban districts. Data include numbers of students awarded and denied diplomas, with details on reasons for denial, and numbers of students who were administered the SRA. Of 76,575 students enrolled in grade 12 as of June 1987, 74,316 were awarded diplomas. Nine data tables are provided. The form used by local districts to report data mandated by the graduation law is appended. (TJH)

ED 304 448 TM 012 671

Cary, Rick
A General Survey of Qualitative Research Methodology.
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Research; Literature Reviews; Naturalism; *Qualitative Research; *Research Methodology; Social Influences
IDENTIFIERS- Positivism

Current definitions and philosophical foundations of qualitative research are presented; and designs, evaluation methods, and issues in application of qualitative research to education are discussed. The effects of positivism and the post-positivist era on qualitative research are outlined, and naturalist and positivist approaches are contrasted. Contributions of anthropology, the social survey movement, sociology, and the social upheavals of the 1960's are noted; and the growth of qualitative research in the field of education during the past 30 years is briefly reviewed. General traits characterizing qualitative research and naturalistic research are discussed. Topics associated with design issues include inquiry focus, the fit of the paradigm, data collection and recording, successive phases of inquiry, instrumentation, data analysis, logistics, and trustworthiness. Case studies and multi-site studies are discussed. In terms of the evaluation of qualitative research, issues covered include truth value, applicability, dependability, and confirmability. It is concluded that educational researchers need to be fluent in both qualitative and quantitative research methods. (TJH)

ED 304 449 TM 012 677

Bellott, Fred K.
Relationships of Declining Test Scores and Grade Inflation.
PUB DATE- Nov 81
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 11-13, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; *Achievement Tests; College Entrance Examinations; College Freshmen; *Grade Inflation; Grade Point Average; Grades (Scholastic); Higher Education; High Schools; High School Students; *National Competency Tests; *Scores; Scoring; *Standardized Tests; State Norms; Statistical Data; *Trend Analysis
IDENTIFIERS- American College Testing Program

The relationship between declining scores on national standardized tests and grade inflation is explored. Grade inflation refers to the indicated measure of evaluation of student performance having higher placement than is usual based on the performances. Data for this study were taken from the American College Testing (ACT) Program Class Profile Report for Freshmen, using the National Norms 10% Sample, the Tennessee State Composite, and the Memphis State University-Enrolled samples. Data were available beginning with 1967-68, with some missing years for some samples. Tennessee high school students showed an increase in grade point average (GPA) of

34 points in the 10 years from 1969-70 to 1978-79 and the percentage of students with GPA above 3.5 rose from 16% to 29%. ACT score means dropped two full points from 19.1 to 17.1 during the 1969-70 to 1975-76 period, and since then, they have fluctuated in the 17.4 to 17.6 area. A similar trend was seen for Memphis State University students. Observation of the most recent 3 years showed that previous movements have stopped or reversed, with some slight increases in ACT scores in 1981-82, and no apparent dramatic change in GPA for high school students. Three data tables and three graphs are provided. (SLD)

ED 304 450 TM 012 681

Pigge, Fred L.; Marso, Ronald N.

Supervisors Agenda: Identifying and Alleviating Teachers' Test Construction Errors.

PUB DATE- Nov 88
NOTE- 50p.; Paper presented at the Annual Conference of the Ohio Association for Supervision and Curriculum Development (Columbus, OH, November 3-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Classroom Techniques; Elementary Secondary Education; Public Schools; *Supervisors; Teacher Attitudes; Teacher Effectiveness; *Teacher Made Tests; *Test Construction; Testing Problems
IDENTIFIERS- Ohio; *Teacher Competencies

Selected findings are presented from a study of classroom teachers' testing needs, testing proficiencies, testing practices, and testing resources in the public schools in Ohio. Focus was on determining how principals and supervisors can assist: (1) teachers in identifying and alleviating the most common test construction errors found on teacher-made tests; and (2) Ohio schools in providing resources to better support teachers' testing responsibilities. A sample of 586 school supervisors and principals and 326 classroom teachers completed administrators' and teachers' versions, respectively, of an assessment of needs instrument for 45 identified competencies and of perceived proficiencies in those competencies. Administrators and teachers also rated the availability of resources for testing and guidelines. Teachers further described their testing practices and provided a total of 175 samples of teacher-made tests. Teachers scheduled teacher-made tests frequently and used a variety of item types in making the tests; most teachers constructed their own items. Competency needs for testing were rated higher than beginning teachers' testing proficiencies by administrators. Teacher proficiency was rated highest by teachers and lowest by supervisors, with principals in the middle. Administrators and principals generally agreed on proficiency needs. Available resources appeared inadequate to support testing responsibilities. Teacher-made tests contained errors in format or construction. Guidelines and item type error formats for identifying and alleviating test construction errors are presented, with test examples. Seven tables present study data. (SLD)

ED 304 451 TM 012 682

Love, Gloria C.
Understanding Experimentwise Error Probability.

PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Error Patterns; Estimation (Mathematics); Experiments; *Hypothesis Testing; *Probability; *Statistical Analysis
IDENTIFIERS- Error Analysis (Statistics); *Experimentwise Error; *Type I Errors

The probability of experiment-wise error is explored. Overall, the experiment-wise error rate is directly related to the test-wise error rate--the alpha level set by researchers to curtail the existence of a Type I error. A Type I error occurs when a true null hypothesis is rejected in a given study or experiment. The experiment-wise error rate is a result of the increased possibility for Type I error; it emerges when several hypotheses are tested at the same alpha level within a single study. The experiment-wise error rate may be substantially above the alpha level used to test each hypothesis separately. A single sample chi square test, using coin tossing as an example, illustrates the implications of the inflated experiment-wise error rate. Two tables present the experimental data and an attachment includes a program for calculating experiment-wise error inflation rates. (SLD)

ED 304 452 TM 012 808

Maycock, George A.
Improving Intuitive Abilities for a More Wholistic Approach to Education.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Ability; College Students; Comparative Analysis; Higher Education; *Holistic Approach; *Intuition; *Lateral Dominance; Skill Development; *Training Methods
IDENTIFIERS- Silva Mental Training Method

Whether intuitive abilities can be improved through purposeful training for a more holistic approach to education was the object of this study. It was hypothesized that individuals participating in a mental training program designed to improve right-brain intuitive abilities would show significant improvement in such abilities, while a control group not experiencing the training would show no such improvement. The experimental group of 30 college students participated in a 30-hour course designed to improve intuitive abilities based on the J. Silva mental training method (1977), using systematic relaxation cycles, imagery, and visualization. The control group of 30 college students received no such training. The HCP-Profile Test, a measure of right or left brain orientation; the HCP-PSI test, a measure of attitude toward intuition; and the Intuitive Potentials Test, a test of intuitive potential, were administered to the subjects. Pre- and posttests were conducted for each group. Although there were no differences between subjects and comparisons on pretest measures, posttesting indicated significant increased scores toward greater intuition for the experimental group on each of the three measures. The training was most helpful for those who were predominantly left-brain, or logic, oriented or who were balanced in abilities. Results show that an appropriately designed training program can improve intuitive abilities. Four tables and three figures present study data. (SLD)

DOCUMENT RESUME

ED 304 453 TM 012 814

Thompson, Bruce
Heuristics for Understanding the Concepts of Interaction, Polynomial Trend, and the General Linear Model.
PUB DATE- Jan 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; *Heuristics; Hypothesis Testing; *Interaction; Mathematical Models; Multivariate Analysis; Predictor Variables; *Regression (Statistics); Statistical Analysis
IDENTIFIERS- *Linear Models; *Polynomial Regression Models; Type II Errors

The relationship between analysis of variance (ANOVA) methods and their analogs (analysis of covariance and multiple analyses of variance and covariance--collectively referred to as OVA methods) and the more general analytic case is explored. A small heuristic data set is used, with a hypothetical sample of 20 subjects, randomly assigned to five conditions of exposure to an experimental instructional method. Students were also grouped into high or low ability levels. The data illustrate that: (1) regression approaches to ANOVA can be superior to classical ANOVA with respect to statistical power against Type II error; and (2) classical regression analysis can be used to test hypotheses typically but incorrectly associated only with ANOVA, such as polynomial trend and interaction hypotheses. Unlike OVA methods, which require that the researcher discard information by converting all dependent variables to the nominal level of scale, classical regression methods do not require that predictors be nominally scaled. Thus, when researchers have data including higher than normally scaled predictors, regression can yield results that more accurately reflect the reality that the researcher purportedly wishes to study. Nine tables and one graph illustrate the data. Control cards for a computer program are appended. (Author/SLD)

ED 304 454 TM 012 816

Gomez, Mary Louise
Testing Policies and Procedures for the At-Risk Student Program Area.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 41p.
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Attendance; Discipline Problems; Dropout Rate; Evaluation Methods; *High Risk Students; Low Achievement; *Program Evaluation; *Reading Tests; *School Effectiveness; Secondary Education; Secondary School Students; Special Programs; *Testing Programs; Truancy; *Writing Evaluation
IDENTIFIERS- *At Risk Student Program Area; Degrees of Reading Power

The At-Risk Student Program Area, part of the National Center on Effective Secondary Schools, will study how at-risk secondary school students are affected by special programs, efforts toward school improvement, and policies of admission and attendance. This paper describes the testing procedures that will be used. Data will be collected in six ways: (1) direct program observation; (2) interviews of students, teachers, administrators, and other persons knowledgeable about the programs; (3) a survey of adolescent social and personal orientations; (4) measures of schools' effectiveness in reducing truancy, dropout rate, and disciplinary problems; (5) a standardized test in reading; and (6) samples of student writing. The original plan called for a mathematics test, but research has not yielded an appropriate instrument. The standardized reading test chosen is the Degrees of Reading Power, to be administered to students in its grade 7 through 9 form in the fall and spring of 1986-87 and 1987-88. Data from this test, in conjunction with evaluation of student writing samples, and direct program observation, interviews, and surveys that will include mathematics, will be used to: (1) help inform program designers, teachers, and administrators about the effects of special programs; (2) highlight the skills and weaknesses of students within a program; and (3) allow researchers to compare and contrast programs. (SLD)

ED 304 455 TM 012 817

Postlethwaite, T. Neville
The Use of Standardized Tests in Secondary Schools in Four European Countries.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 38p.
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Educational Policy; Foreign Countries; *Intelligence Tests; National Competency Tests; National Programs; Secondary Education; *Secondary Schools; Secondary School Teachers; *Standardized Tests; Testing Programs; *Test Use
IDENTIFIERS- England; *Europe; Netherlands; Sweden; West Germany

The use of standardized testing in secondary schools (with students between 10 and 19 years old) is described for four European countries: (1) England; (2) West Germany; (3) the Netherlands; and (4) Sweden. In the decentralized English system, several published standardized tests are available; they are used less at the secondary level than in primary grades. Tests are used for special needs assessment and educational guidance and there is some trend toward increased use of graded objectives tests. In West Germany, education is the responsibility of the states, rather than the national government. Standardized tests are not used on a population-wide basis, and the use of standardized tests is largely restricted to counseling centers and similar specialists in the schools. Neither achievement nor intelligence tests are often used in the schools. The Netherlands created a national curriculum development center in 1975 and has created national examinations, although they are not yet widely used. Achievement tests are used by teachers only, and intelligence test use is similar to that in West Germany. In Sweden, national standardized tests based on objective techniques are used above the primary levels. In summary, it was generally found that teachers do not use standardized tests of their own accord, mostly because tests are not tailor-made for what the teachers have been teaching. Appendices present three papers summarizing recent developments in England and two aspects of the Swedish testing process. (SLD)

ED 304 456 TM 012 819

Regents Examinations, Regents Competency Tests, & Proficiency Examinations: School Administrator's Manual. 1989 Edition.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Testing Programs.

PUB DATE- 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Graduation Requirements; High Schools; Language Tests; Mathematics Tests; *Minimum Competency Testing; Reading Tests; Science Tests; Secondary School Students; Second Languages; Social Studies; State Programs; Student Evaluation; Testing Programs; Test Manuals; *Test Use; Vocational Education
IDENTIFIERS- *New York State Regents Competency Tests; *New York State Regents Examinations

This manual contains the general information on Regents Examinations, Regents Competency tests, occupational education proficiency examinations, and second language proficiency examinations, as well as the regulations and procedures for ordering, administering, and rating these examinations. The Regents Examinations are achievement tests based on State courses of study in New York schools. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the competency testing requirements for a high school diploma. The Regents Competency tests are achievement tests to assess student proficiency in reading, writing, mathematics, science, and social studies. The occupational education proficiency examinations are achievement tests based on State courses of study in occupational education. The second language proficiency examinations are optional achievement tests usually taken by students who wish to earn high school credits in a second language. The manual also contains information about the competency test requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for State courses of study. Appendices give the addresses of testing and subject matter bureaus, acceptable college admissions test substitutions, examples of modified testing procedures for handicapped students, a sample letter to parents, and pertinent State regulations. (SLD)

ED 304 457 TM 012 829

Angoff, William H.; Cook, Linda L.
Equating the Scores of the "Prueba de Aptitud Academica" and the "Scholastic Aptitude Test." College Board Report No. 88-2.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-88-3
PUB DATE- 88
NOTE- 24p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; College Bound Students; *College Entrance Examinations; Comparative Analysis; Difficulty Level; English; *Equated Scores; Higher Education; *Latent Trait Theory; Mathematics Tests; Spanish Speaking; Verbal Tests
IDENTIFIERS- Anchor Tests; *Prueba de Aptitud Academica; *Scholastic Aptitude Test

With some procedural differences, this study replicated an early study designed to develop algorithms for converting scores on the Scholastic Aptitude Test (SAT) with those on the Prueba de Aptitud Academica (PAA) scale and vice versa. The study involved selection of test items equally appropriate and useful for English- and Spanish-speaking students for use as an anchor test and the equating analysis itself. Once the items were selected, they were administered as pretests, one for each language, to determine whether the two response functions for each item were sufficiently similar for the items to be considered equivalent. On the basis of these analyses, 39 verbal and 25 mathematical items were selected for use as anchor items for equating. The anchor tests were administered at regularly scheduled administrations of the SAT and PAA. An item response theory model was used to equate the two tests. The equating itself showed curvilinear relations in both verbal and mathematical tests, indicating that, in this instance, both sections of the PAA are easier than the corresponding SAT sections. Differences between these findings and those of the previous study by W. H. Angoff and C. C. Modu (1973) are assessed. Six graphs and six data tables are provided. (TJH)

ED 304 458 TM 012 830

Breland, Hunter M.; Jones, Robert J.
Remote Scoring of Essays. College Board Report No. 88-3.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-88-4
PUB DATE- 88
NOTE- 44p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; Conferences; *Essay Tests; *Expository Writing; Higher Education; *Interrater Reliability; Multiple Choice Tests; *Scoring; *Validity
IDENTIFIERS- Calibration; *Conference Scoring (Tests); *Remote Scoring (Tests)

The reliability, validity, and score discrepancies of 94 expository essays scored in conference versus remote settings were studied. Focus was on comparing holistic ratings obtained in both settings. Essays written by college freshmen on two different topics were scored by readers working in a conference setting and by different readers working in their own homes or offices. The conference readers were monitored by table leaders. The remote readers received only written instructions in the mail, and their scoring was not monitored. Validity was assessed via multiple correlations of two criteria. The results show that reliability comparisons favored the conference method, and that average incremental validity--the contribution of essay scores over and beyond the multiple correlation using multiple-choice scores--was 0.06 for conference scoring and 0.05 for remote scoring. The remote scores were statistically calibrated by adjusting scores for reader tendencies; these calibrations reduced score discrepancies and slightly increased reliability and validity. Remote scoring is currently not as effective as is conference scoring. However, if more sophisticated calibration procedures can be developed and if reader monitoring can be improved, remote scoring could prove effective. Also, cost and convenience may require use of remote scoring. A chart and 18 data tables are provided. Sample communications to readers, scoring guides and instructions on two topics, the score record sheet, an outline of the analysis of variance model and reliability estimation procedure, and the original and calibrated scores are appended. (TJH)

ED 304 459 TM 012 831

Lawrence, Ida M.; And Others

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items. College Board Report No. 88-4.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

REPORT NO.- ETS-RR-88-10
PUB DATE- 88
NOTE- 62p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Higher Education; High Schools; High School Students; *Item Analysis; Reading Comprehension; *Reading Tests; Science Tests; Sentences; *Sex Differences; *Verbal Tests; Writing Evaluation
IDENTIFIERS- *Differential Item Performance; *Scholastic Aptitude Test; Sentence Completion Test

The reading comprehension (RC) and sentence completion (SC) items from four forms of the Scholastic Aptitude Test (SAT) verbal sections were examined for differential item functioning (DIF) between male and female examinees. Forms 1, 2, 3, and 4 of the SAT-verbal were administered in January 1983, January 1984, October 1984, and June 1986, respectively. The sample included a total of 83,493 male and 92,482 female secondary school juniors and seniors. In general, minimal DIF was observed. However, among the relatively few items exhibiting substantial DIF, two trends related to science content were noted. An important factor that appears to be connected to DIF on RC items is the distinction between technical and non-technical reading passage material. There seems to be an interaction between the technical science factor and the passage location, although confirmation of this finding requires further study. The main factor that appears related to DIF on SC items is the distinction between non-science or surface science references and true science references. Items with true science references were more difficult for females. Findings also indicate the confounded nature of multiple factors thought to contribute to DIF.

There is a need for experimental research in which item features and passage features can be controlled and counterbalanced in variable sections of the SAT. Thirteen data tables and 11 graphs are presented. Selected items and analyses and 136 graphs are appended. (TJH)

ED 304 460 TM 012 832

Freeberg, Norman E.
Analysis of the Revised Student Descriptive Questionnaire, Phase I: Accuracy of Student-Reported Information. College Board Report No. 88-5.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-88-11
PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biographical Inventories; *College Bound Students; College Entrance Examinations; College Freshmen; Grade Point Average; Higher Education; *Item Analysis; *Student Characteristics; *Test Reliability
IDENTIFIERS- Accuracy; *Self Report Measures; *Student Descriptive Questionnaire

This initial study phase deals with the accuracy of the information provided by students on the newly revised Student Descriptive Questionnaire (SDQ). The SDQ, an optional part of the College Board's Admissions Testing Program, is intended to supplement the information base to improve the quality of decisions made by college admissions personnel, guidance counselors, and program planners. The 1985-86 revision of the SDQ was assessed, which features 42 rather than 63 items, a change in item format, and a sharper focus on the academic aspects of student experiences and goals. Focus was on the veracity of student responses for certain limited, verifiable forms of information and the logical or internal consistency of responses between selected item pairs within the questionnaire. The study data were derived from 4,659 college freshmen who entered one of six universities in September of 1986. Missing-data analyses were conducted throughout the analysis of 11 item pairs. Results indicate that key items of student-reported information possess levels of accuracy that indicate the suitability of the new form for its intended purposes as well as its comparability with earlier versions of the SDQ and other student self-report questionnaires. Accuracy was particularly good in terms of grade point average, race/ethnicity and citizenship status, athletic activities, computer/math experience, and activities related to English as a second language. Eleven data tables and a chart of SDQ item contrasts for logical consistency are included. Three data tables and a list of SDQ and Financial Aid Form items are appended. (TJH)

ED 304 461 TM 012 833

Powers, Donald E.

Preparing for the SAT: A Survey of Programs and Resources. College Board Report No. 88-7.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

REPORT NO.- ETS-RR-88-40

PUB DATE- 88

NOTE- 37p.

AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Bound Students; *College Entrance Examinations; Computer Software; *Educational Resources; Higher Education; High Schools; Instructional Student Costs; *School Activities; School Surveys; Secondary Schools; Secondary School Students; *Student Reaction; Study Habits; *Test Coaching; Time Factors (Learning); Tutorial Programs

IDENTIFIERS- Practice Tests; *Resource Utilization; *Scholastic Aptitude Test; Student Surveys

To document the extent of special preparation for taking the Scholastic Aptitude Test (SAT), two surveys were conducted. The first survey covered a stratified random sample of 1986-87 SAT examinees (1,364 high school seniors and 911 high school juniors), while the second survey covered a stratified random sample of 508 secondary schools whose students take the SAT. The surveys were designed to: (1) determine the availability and incidence of use of a variety of programs and resources designed for student preparation; (2) describe some of the salient features of these resources; (3) estimate the amount of time and money that students spend on these resources; and (4) obtain examinees' reactions regarding the effectiveness of these resources. Results indicate that: (1) nearly half of all secondary schools offer special programs to prepare students for the SAT; (2) test familiarization materials provided by the College Board are the most widely used resources; (3) test preparation software, special programs given either at school or outside school, books of practice tests, or private tutoring are used much less frequently; (4) about 11% of the students indicated that they had attended preparation or coaching sessions outside school at an average cost of $150 per student; and (5) the median time spent on all preparation activities by all students was 10 hours. Fifteen data tables are provided. The SAT Test Preparation Survey (for students), 22 books on preparing for the SAT, 32 SAT preparation software packages, and the SAT Test Preparation Questionnaire (for school personnel) are appended. (TJH)

ED 304 462 TM 012 834

Mazzeo, John; Harvey, Anne L.
The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature. College Board Report No. 88-8.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-88-21
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; Difficulty Level; *Educational Testing; Elementary Secondary Education; *Equated Scores; Higher Education; Literature Reviews; *Psychological Testing; *Psychometrics; Reading Tests; Standardized Tests
IDENTIFIERS- *Paper and Pencil Tests

A literature review was conducted to determine the current state of knowledge concerning the effects of computer administration of standardized educational and psychological tests on the psychometric properties of these instruments. Students were grouped according to a number of factors relevant to the administration of tests by computer. Based on the studies reviewed, it seems that: (1) the rate at which examinees omit items in an automated test may differ from the rate at which they omit items in a conventional presentation; (2) scores on automated personality inventories are lower than scores obtained using the conventional testing format; (3) scores from automated versions of speed tests are not likely to be comparable with scores on paper-and-pencil versions; (4) presentation of graphics in an automated test may affect score equivalence; (5) tests containing items based on reading passages can become more difficult when presented via computer; and (6) the possibility of asymmetric practice effects may make it wise to avoid equating studies based on single-group counterbalanced designs. Ten data tables are provided. (TJH)

Lautenschlager, Gary J.
Determining the Number of Principal Components to Retain via Parallel Analysis: Alternatives to Monte Carlo Analyses.
PUB DATE- Aug 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Evaluation Criteria; *Monte Carlo Methods; Regression (Statistics); Statistical Analysis
IDENTIFIERS- Eigenvalues; Interpolation; *Parallel Analysis (Horn); *Principal Components Analysis

The parallel analysis method for determining the number of components to retain in a principal components analysis has received a recent resurgence of support and interest. However, researchers and practitioners desiring to use this criterion have been hampered by the required Monte Carlo analyses needed to develop the criteria. Two recent attempts at presenting regression estimation methods to determine eigenvalues were found to be deficient in several respects, and less accurate in general, than a simple linear interpolation of tabled random data eigenvalues. Tables are presented which permit accurate and easy determination of the parallel analysis criteria within a range of sample sizes (N=50 through 1,000) and number of variables (P=5 through 50) covered by the tables. A total of 12,000 unique data sets was created. The generated data provided the empirical criteria for comparison of regression equation estimates using S. J. Allen and R. Hubbard's (1986) estimation equations with those revised by G. J. Lautenschlager et al. Twelve tables present average eigenvalues and values for interpolations. (Author/SLD)

ED 304 464 TM 012 836

Ellis, Michael V.; And Others
An Investigation of Supervision Research Methodology: Where Have We Gone Wrong?
PUB DATE- Aug 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling; Effect Size; Literature Reviews; *Research Methodology; Research Problems; Research Reports; *Supervision; Validity
IDENTIFIERS- *Counselor Supervisors; *Empirical Research; Error Analysis (Statistics); Power (Statistics)

The purpose of this study was to investigate the methodology of empirical counseling supervision articles published from 1981 to 1987. Seventy-five studies met the criteria for inclusion. Fifty-five articles included adequate information about at least one inferential statistical test to permit computing eta(sup 2), epsilon(sup 2), power, and alpha(sub EW). The remaining 20 articles did not provide sufficient information to either complete these computations or undergo quantitative analysis. Sample and population effect sizes--eta(sup2), epsilon(sup 2), and a priori and post hoc statistical power (1-beta)--were computed for every statistical test reported in sufficient detail. Experimentwise Type I and Type II error rates--alpha(sub Ew), beta(sub Ew)--were calculated for each study. The studies were critiqued using T. D. Cook and D. T. Campbell's (1979) 33 threats of validity plus the 12 methodological threats used by R. K. Russell, A. M. Crimmings, and R. W. Lent (1984). Although researchers have improved their designs in several ways, numerous potent methodological flaws continue to beset supervision research (e.g., measures with poor psychometric properties, inflated Type I and Type II error rates). Recommendations and implications for research, theory, and practice are discussed. Three tables summarize study data, and a bibliography of the 75 reviewed articles is included. (Author/SLD)

ED 304 465 TM 012 839

Camara, Wayne J.
APA's Role in Fostering Good Testing Practices.
PUB DATE- Aug 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Role; Educational Policy; *Psychological Testing; Psychometrics; *Standards; Test Construction; *Testing; Test Use
IDENTIFIERS- *American Psychological Association; *Joint Committee on Testing Practices

Psychological testing has played a major role in the American Psychological Association (APA) because testing and assessment are important aspects of what psychologists do; tests assist psychologists in diagnosis and treatment. From its earliest years, APA has had one or more committees concerned with testing. The present Committee on Psychological Tests and Assessment (CPTA) has played an important part in developing standards for various kinds of psychological tests. The nine-member CPTA is the only committee reporting to more than one parent board at the APA. APA recognizes the importance of testing to the public and has been instrumental in the development of the "Standards for Educational and Psychological Tests." APA sponsored the meeting from which the Joint Committee on Testing Practices (JCTP) grew. The JCTP is a means by which test publishers and professional organizations can work together to improve the use of tests in assessment and appraisal. While APA will continue to provide staff support, JCTP will better represent all testing professionals by not being dependent on any one group. The JCTP can take on projects to benefit all parties in testing, while remaining free of the controversial policy and psychometric issues APA must consider. (SLD)

DOCUMENT RESUME

ED 304 466 TM 012 841

Frasier, Mary M.
Torrance Verbal and Figural Tests: Measuring General Creative Thinking Processes.
PUB DATE- Aug 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Cognitive Tests; Creative Teaching; *Creative Thinking; Creativity Research; Creativity Tests; Learning Strategies; Measures (Individuals); *Test Construction; *Verbal Tests
IDENTIFIERS- Figural Creativity; *Torrance (E Paul); *Torrance Tests of Creative Thinking

The work of E. P. Torrance concerning creative thinking abilities, creative learning and teaching, the creative learning environment, and the measurement of creative thinking is discussed. Torrance began his pioneering research on the nature of creative thinking in 1958 with pilot testing of his first batteries designed to assess creative thinking abilities and the skill with which they are displayed, and creative motivations. His research is based on the concept that creativity is a natural human process of sensing incompleteness and disharmonies and then engaging in activities, consciously or unconsciously, to resolve the tensions created by this incompleteness. Torrance has attempted to create test batteries that model the creative process, such as the verbal Torrance Test of Creative Thinking (TTCT), which consists of seven activities. New streamlined scoring for the figural TTCT, which contains three activities, has greatly expanded the concept of creative strengths. The most significant impact of his research has been on educational applications. In 1966, Torrance proposed an instructional model for integrating the teaching of creative thinking skills into the teaching of subject matter. This Incubation Model focuses on what might be done to enhance creative thinking and actions. Current investigations into creativity, such as the work of R. J. Sternberg, have many links with Torrance's ideas. A chart summarizes relationships between ideas of Sternberg and Torrance. (SLD)

ED 304 467 TM 012 842

Flagler, Sally; And Others

The Luria-Nebraska Children's Battery: Is It Too Sensitive?

PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Children; *Cognitive Development; Cognitive Processes; *Developmental Stages; Elementary Education; *Intelligence Tests; Piagetian Theory; *Psychological Testing
IDENTIFIERS- *Luria Nebraska Neuropsychological Battery (Rev); Neuropsychological Measures; Psychiatric Inpatients; *Test Sensitivity; Wechsler Intelligence Scale for Children (Revised)

The relationship between children's cognitive developmental level, as assessed by Piagetian tasks, and their performance on measures of intellectual and neuropsychological functioning was studied. Eight female and 22 male children--ages 8 to 12 years (mean=10.3)--with negative electroencephalographs and neurologic screening and no history of brain impairment participated in testing as part of a comprehensive evaluation following hospitalization at a psychiatric institution. Children were categorized as being in the "pre-operational," "transitional," or "concrete" stage of cognitive development according to performance on the Concept Assessment Kit-Conservation (Goldschmid and Benter, 1968). The first 10 children in each category were selected as subjects, and were tested with the Luria-Nebraska Neuropsychological Battery-Children's Revision (LNNB-CR; Golden, 1980) and the Wechsler Intelligence Scale for Children-Revised (Wechsler, 1974). Results indicate that the IQ of the children did not differ across the three developmental levels. The three groups did differ significantly concerning the number of elevated LNNB-CR subtests (T-scores greater than or equal to 70), with "pre-operational" children having significantly more elevations than "concrete" children. Chi-square for differences in classification on LNNB-CR as brain damaged (greater than or equal to 3 subtests above critical level) revealed significantly more "pre-operational" than "concrete" children classified as brain damaged. Results suggest that a child's cognitive developmental level may have a significant impact on performance on neuropsychological assessment instruments. Cognitive development should be considered when interpreting results of such instruments. Five tables and one graph present study data. (Author/SLD)

ED 304 468 TM 012 843

MacLane, Charles N.; O'Leary, Brian S.

Job Specific Tests and an Overview of Research on Alternatives.

PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Tests; Employment Qualifications; Ethnic Groups; Factor Analysis; Government Employees; *Job Applicants; Job Skills; *Mathematics Tests; *Occupational Tests; Predictive Measurement; Reading Comprehension; *Reading Tests; *Test Construction; Test Items; Test Use; Vocational Evaluation; *Work Sample Tests
IDENTIFIERS- Civil Service

The development of job-specific tests (JSTs) for two occupations is discussed. A reading comprehension test and a mathematical reasoning test were developed for Customs Inspectors, and a reading comprehension test was developed for Social Security Claims workers. JST items incorporated reading samples or math problems from those found on the job. Each job-specific reading test contained 40 items, and the Customs math test contained 30 items. Panels of subject matter experts rated tasks and test items. Correlational and factor analyses that related the two reading tests and the math test to cognitive or non-cognitive marker tests showed that the JSTs were cognitive tests that measured traditional verbal and mathematical abilities. Studies of the Customs tests with about 4,500 job applicants have confirmed the high reliabilities and generally good validities of the tests. The Claims worker test was not used operationally. Effect sizes for the Black (n=about 1,000) and Hispanic (n=about 1,000) Customs Inspector applicants were all close to one standard deviation with respect to the majority White group (n=about 2,500), which is typical of group differences associated with cognitive ability test scores. Research into alternative means of examining job applicants to reduce group differences indicated that combinations of interviews and tests, one of which should be a general cognitive ability test, can reduce group differences without losing test accuracy. Three tables present study data. (SLD)

ED 304 469 TM 012 844

Cornwell, John M.
Content Analysis of Meta-Analytic Studies from I/O Psychology.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conference Papers; *Content Analysis; Evaluation Methods; *Industrial Psychology; Literature Reviews; *Meta Analysis; *Organizations (Groups); Reliability; Research Methodology; *Research Reports; Sample Size; Statistical Analysis
IDENTIFIERS- *Organizational Research; Power (Statistics)

The use of meta-analysis in industrial and organizational psychology has become quite common. Unfortunately, the understanding and research necessary to ensure appropriate application of the technique have not been as widespread. As part of a larger study, a content analysis of meta-analyses from the industrial and organizational psychological literature was conducted to document the sample sizes--(sub i), number of studies (K), reliabilities: r(sub xx), r(sub yy); and types of meta-analyses occurring in the literature. This content analysis was used to identify the typical values associated with data sets found in meta-analyses conducted in industrial and organizational psychology. Published articles occurring from January 1980 to June 1986 in seven journals were included. Meta-analytic papers presented at the 1984 and 1985 annual meetings of the American Psychological Association and the Academy of Management were also reviewed. A total of 81 meta-analytic studies was found; 19 were selection validation and 62 were non-validation studies. Results of the content analysis included the average reported reliabilities (R(sub xx) = 0.79, and R(sub yy) = 0.71) and the median sample size

per correlation--n(sub i) = 102. Together, these two findings indicate that the literature is full of studies having low power, and that based on other research (J. M. Cornwell, 1987; E. R. Kemery, K. W. Mossholder, and L. Roth, 1987; and R. T. Ladd and J. M. Cornwell, 1986), such data may lead to biased estimates when used in a meta-analysis. Four tables and two graphs present study data. (Author/SLD)

ED 304 470 TM 012 845

Stokes, Joseph; Levin, Ira
The Development of a Scale To Measure Negative Affectivity.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Affective Measures; *Attitude Measures; *Emotional Adjustment; Higher Education; Personality Measures; Psychological Testing; *Rating Scales; Student Attitudes; *Test Construction; Undergraduate Students
IDENTIFIERS- *Negative Affect; Self Report Measures

Negative affectivity (NA) has been defined as a stable and pervasive individual difference characterized by a disposition to experience aversive emotional states (D. Watson and L. A. Clark, 1984). A brief self-report scale was developed to assess NA. The initial 28-item scale (which included seven items each representing nervousness/calmness, self-dissatisfaction/self-satisfaction, pessimism/optimism, and cynical/trusting attitudes about other people) was administered to two separate samples of undergraduates (N=381 and N=323). Principal components analysis produced a 21-item scale, which did not include any of the cynicism/trust items. Eighty-five subjects completed the revised scale twice, with a 6-week interval. The test/retest correlation for these subjects was 0.88. The congruent validity and discriminant validity of the scale were investigated by correlating the scale with measures of constructs hypothesized to be related or not related to NA, based on prior research. Undergraduate psychology students (N=111) participated in studies indicating that the NA scale significantly correlated with the Taylor Manifest Anxiety Scale, the Eysenck Neuroticism Scale, the Rosenberg Self-Esteem Scales, and the Eysenck Extraversion Scale. As expected, no relation was found between the NA scale and the Remote Associates Test. The NA scale did correlate with the Shipley Vocabulary Subscale, although no explanation is offered for this correlation. One table presents item-scale correlations for the two original samples. (SLD)

ED 304 471 TM 012 848

Berney, Mary F.

Improving Programs for the Preparation of Teachers through the Use of Program Evaluation--The Second Phase.

SPONS. AGENCY- Tennessee Higher Education Commission, Nashville.

PUB DATE- Feb 89

NOTE- 11p.; Paper presented in part at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989). For related document, see TM 012 904.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Evaluation Methods; Field Tests; Formative Evaluation; Higher Education; Preservice Teacher Education; *Program Evaluation; Program Improvement; Summative Evaluation; *Teacher Education Programs

IDENTIFIERS- *Accreditation Plus Model; Tennessee

Plans for the field-testing and implementation of the Accreditation Plus Model (APM) for evaluation of teacher preparation programs are described. Field-testing is taking place in the Center for Teacher Education Evaluation at Tennessee Technological University (Cookeville). The APM is based on the professional judgment approach to program evaluation and includes seven major components: (1) student growth outcomes; (2) teacher education candidates; (3) teacher education program; (4) application of the APM; (5) application of the Joint Committee Standards for Evaluation; (6) evaluation beyond accreditation--the "Plus" of the APM; and (7) formative and summative evaluations. A manual is being assembled under the working title "Implementation of the Accreditation Plus Model" with 18 chapters relating to teacher education evaluation. As the manual nears completion, the center is soliciting feedback on its use in particular evaluation settings. An opportunity for input into the manual will come in the center's conference in Nashville, Tennessee, April 30-May 2, 1989. The APM and the manual should be of value to institutions of all sizes preparing for and maintaining accreditation or approval of teacher education programs. One flowchart presents the APM. (SLD)

ED 304 472 TM 012 849

Solomon, David J.; And Others
A Graphic Approach for Presenting Expectancy of Success Based on Two Predictors.
PUB DATE- Jan 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association (Lansing, MI, January 18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *Expectancy Tables; Expectation; Grade Point Average; *Graduate Medical Students; *Graphs; Higher Education; Medical Education; Predictive Measurement; *Predictor Variables; Probability; Statistical Analysis; *Success
IDENTIFIERS- National Board Examinations Part I; *Nomographs

A procedure for developing a nomogram that depicts expectancy of success on a criterion from performance on two predictors is presented. Data from 574 medical students attending Michigan State University College of Human Medicine's classes of 1979 through 1984 were used to develop a model for predicting the expectancy of success on Part I of the National Board of Medical Examiners examination (NBME-I). The average score on the Medical College Admission Test (MCAT) and undergraduate science grade point averages (GPAs) were used as predictors. The three steps required to produce the nomogram were: (1) develop a predictor model for NBME-I performance based on MCAT scores and GPAs; (2) develop an expectancy table for success on the NBME-I based on this model; and (3) create a nomogram from the prediction model and the expectancy tables. Actual computations and graphing of the nomogram were done with a spreadsheet-graphics package called "Quattro." Such nomograms are effective tools for presenting the expectancy of success based on two predictors in an easily used form. One graph represents the nomogram, and two tables present study information. (SLD)

ED 304 473 TM 012 854

Marso, Ronald N.; Pigge, Fred L.
Standardized and Competency Testing Programs: Classroom Teachers' Needs and Proficiencies as Viewed by Principals and Supervisors.
PUB DATE- Oct 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13-15, 1988). For a related document, see TM 012 681.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Minimum Competency Testing; *Principals; *Standardized Tests; *Supervisors; Teacher Evaluation; Teacher Made Tests; *Teaching Skills; Testing Programs; Test Selection; *Test Use
IDENTIFIERS- *Teacher Competencies
This study involved the assessment of classroom teachers' standardized and mastery program testing needs and proficiencies by a random sample of Ohio principals and supervisors (N=586). A total of 229 supervisors, 313 building principals, and 44 individuals in related supervisory roles was used. The findings from the investigation support the conclusions of other researchers that teachers need more training in testing skills and that pre-service training in testing skills may not be meeting the needs of classroom teachers. Both supervisors and principals rated beginning teachers' proficiencies lower than they rated the teachers' need for these skills in order to perform successfully in the classroom. Supervisors and principals rather consistently agreed with each other about the level of the teachers' testing proficiencies and the level of the needs of the various testing skills to assure teaching success. Neither teachers' mastery nor competency testing program needs or proficiency ratings differed significantly when they were classified by school setting (rural, urban, and suburban); however, both teachers' needs and proficiencies for standardized testing program ratings differed significantly when the teachers and administrators were classified by their grade level responsibilities (elementary, middle, and secondary). Four tables present study rating means. (Author/SLD)

ED 304 474 TM 012 872

Technical Characteristics of the North Carolina Test of Algebra II, Forms B-E.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Algebra; Curriculum Evaluation; Mathematics Achievement; *Mathematics Tests; Secondary Education; Secondary School Mathematics; Secondary School Students; *State Programs; Test Format; Testing Programs; Test Norms; *Test Validity
IDENTIFIERS- *North Carolina Test of Algebra II

The North Carolina Test of Algebra II was developed for use as an achievement test following the completion of the Algebra II course of study. Its design serves two purposes: (1) a normative measure of student achievement; and (2) an objective-based measurement of curriculum coverage. The test's curricular validity, content validity, instructional validity, item pool content validity, standardization sample, and concurrent validity are discussed. The measurement of student achievement is attained by administering a set of items based on a core of objectives and a set of variable objectives (one item per objective tested). This test design was necessitated by a large number of objectives to be covered in a limited administration time. The measurement of curriculum is met by the same set of items that cover the entire range of objectives taught in the Algebra II course of instruction. Four unique forms of the test (Forms B through E) have been developed to afford a broad curriculum coverage. Normative student scores are based on the 56-item total score. Curriculum assessment is achieved by combining the results from all forms of the test administered at one time--a total of 224 items. This booklet is designed to facilitate proper use of test scores by describing the curricular and psychometric characteristics of the test. Methods for deriving scores, reliability, test norms, test content, and curricular assessment are discussed. Twenty-six graphs and four tables are presented. Outlines of goals and objectives of item content and those rejected for use are appended. (TJH)

ED 304 475 TM 012 874

Hobbs, Gardner J.
The Issuance of Student Grades and the Courts.
PUB DATE- Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Court Litigation; Discipline Policy; Due Process; Educational Legislation; Elementary Secondary Education; Expulsion; Grades (Scholastic); *Grading; Public Schools; School Attendance Legislation; School Law; *School Policy; *Student Rights
IDENTIFIERS- *Case Law; Grade Appeal Hearings

This paper examines the case law that deals with the issuance of student grades, and reviews most of the reported cases dealing with the lowering of students' grades for non-academic misconduct and the use of grades to exclude students from school. School officials have been known to act arbitrarily when issuing grades to students. It is interesting to note that the lowering of student grades as a means of disciplining students for non-academic conduct is frowned upon by the courts. Also, using grades to exclude students from school because of academic failure without considering the individual rights of students is a cause for legal action. Some school districts and state legislatures have mandated specific attendance requirements to receive grades. Also, grade reduction policies have been related to attendance and school discipline in some school districts. Recommendations are made for school administrators in the areas of establishing and implementing policies that deal with issuing student grades. The decisions reviewed indicate that grades earned by students in an academic course are considered a property interest and cannot be withdrawn without due process considerations. A blanket policy dealing with the issuance of student grades without a due process plan for appeal is considered arbitrary, capricious, or in bad faith. (Author/TJH)

ED 304 476　　　　TM 012 875

Prather, J. Preston

Philosophical Analysis: A Fundamental Dimension of Educational Research.

PUB DATE- Feb 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Change; Educational Objectives; Educational Philosophy; *Educational Research; *Research Methodology; *Science Education
IDENTIFIERS- *Philosophical Research

The purpose of this project was to employ philosophical research techniques to examine current issues in science education as a means of assessing the efficacy of philosophical enquiry for educational research. The study indicated that speculative philosophical analysis is uniquely appropriate for initial enquiry into broad problems to examine basic objectives, generate new ideas, and/or illuminate additional options that may be compatible with the essential purpose and ideals of an institution, agency, or group prior to the commitment of time and resources to a particular course of action. Because it functions outside the discipline or subject to which it is applied, for example, philosophical research does not require the disruption of an enterprise to examine whether change is justified. Therefore, philosophical enquiry is a logical and essential first step in the search and research for justifiable alternatives in time of educational change. (Author)

ED 304 477 TM 012 876

Bekhuis, Tanja C. H. M.

The Estimation of True Scores for Tests Not Taken: A Simulation Study.

PUB DATE- Feb 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Computer Simulation; *Estimation (Mathematics); *Latent Trait Theory; *Scoring Formulas; Secondary Education; Simulation; *Standardized Tests; *True Scores
IDENTIFIERS- Educational Testing Service; *LOGIST Estimation Procedures; Number Right Scoring

An Educational Testing Service (ETS) procedure was evaluated, which is based on item response theory and estimates true scores on tests not taken. The reading, vocabulary, and mathematics tests of high school seniors from the National Longitudinal Study (NLS) of 1972 and the High School and Beyond (HSB) seniors of 1980 and 1982 were found to share common blocks of items but differ in terms of total test length and overall difficulty. As the common blocks were too short to permit reliable comparisons, LOGIST was used to simultaneously estimate the item and person parameters for all three cohorts. The estimate of a student's ability (theta) based on the achievement test taken was combined with the item parameters for a test not taken. Thus, a number-right true score or "estimated number-right score" was obtained for a 1982 HSB senior on a 1972 NLS mathematics test. Since the group's expected true score equaled its expected number-right score, the desired cohort comparisons across time could be made. In an evaluation of this method, which generates hypothetical true scores based on tests not actually taken, comparable test forms (X and Y) of varying common block size were simulated for three conditions. Two hundred simulated examinees each for the three conditions were used. For each simulated examinee, the probability of a correct response was computed for each item. Comparisons of simulated true scores with true scores based on LOGIST estimates were made for both the tests taken and the hypothetical tests not taken. Results indicate that the ETS method should remain experimental. (TJH)

ED 304 478 TM 012 880

Case, Susan M.

How Often is "Often"? The Use of Imprecise Terms in Exam Items.

PUB DATE- Feb 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Higher Education; *Item Analysis; *Licensing Examinations (Professions); *Medicine; *Multiple Choice Tests; National Programs; Physicians; Statistical Distributions; Test Construction; *Testing Problems; Testing Programs
IDENTIFIERS- Frequency Data

This study was designed to gather data on the meaning of imprecise terms from items written by physicians for their students and by test committees for national licensure and certification examinations. A total of 32 members of test committees who write examination items for various medical specialty examinations participated in the study. Each participant was provided with a list of phrases used in multiple-choice items to express some concept related to frequency of occurrence. Participants were asked to indicate what percentage of time was reflected by each phrase and to express this percentage both as a single number (i.e., 75% of the time) and as a band (i.e., 60 to 80% of the time). The list included 15 terms. Responses of two participants were deleted due to excessive aberrance. Results indicate that the phrases used by item writers to express frequency do not have an operational definition that is commonly shared. Both the single values and phrases varied considerably across individuals. Problems created by vague terms are much more severe for true/false type items than for one-best answer items. These findings support the contention that general guidelines on item writing would be beneficial to the medical community. One table and five figures are provided. (TJH)

ED 304 479 TM 012 881

Case, Susan M.; And Others
Evaluating Diagnostic Pattern Recognition: The Performance Characteristics of a New Item Format.
PUB DATE- Feb 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Higher Education; *Item Analysis; Medical Evaluation; *Medical Students; *Pattern Recognition; Physicians; Test Construction; *Test Format; Test Reliability;

Timed Tests

An item format incorporating pattern recognition was designed to assess medical students' abilities in the area of clinical diagnosis. A group of approximately 20 faculty members of five New England medical schools met in Worcester for half of a day to develop pattern recognition items. Teams of four to six physicians were assigned to work on particular topic areas that represent common chief complaints of patients. They developed a list of approximately 15 common diagnoses that relate to each of the topics. An item describing a patient by listing critical signs and symptoms was developed for each of the diagnoses. Approximately 300 items divided into 21 sets were developed and, subsequently, edited and reviewed by independent physicians before test administration. A modified Angoff procedure was used to set pass/fail standards for the set of items. A total of 336 fourth-year medical students from the five schools were tested using the items. The 21 sets of pattern recognition items were completed by between 112 and 332 examinees. Results indicate that: (1) students performed well on the items--the mean score was 82% correct, and almost 66% of the students passed at least 90% of the sets they took; (2) generalizability analyses indicated that performance in one topic area did not predict performance in other areas very well; and (3) 2 hours of testing time would be required to generate a reasonably reliable score. Four tables and eight figures are provided. (TJH)

DOCUMENT RESUME

ED 304 480 TM 012 884

Tompkins, John
Dropout Prevention Programs, 1987-88. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 20 Dec 88
NOTE- 37p.; Appenidx A contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Services; *Dropout Prevention; *High Schools; High School Students; Human Services; *Nontraditional Education; *Outreach Programs; *Program Evaluation; School Districts; Secondary Education
IDENTIFIERS- *Iowa (Des Moines)

In 1983, the Des Moines (Iowa) Schools applied for approval to use the allowable growth funding provided in Senate File 2168 to expand and create additional programs for the prevention of dropping out as well as programs for students who had dropped out but were returning to school. The original proposal included the following: (1) an expansion of services in the Alternative High School; (2) initiation of the School-Within-A-School Program (SWSP) at three comprehensive high schools; and (3) the Dropout/Outreach Project (DOP) as an expansion of the New Horizons Program. During the 1985-86 school year, the SWSP was expanded to all high schools. This was followed by the funding of additional positions at the Alternative High School during 1986-87. During 1987-88, additional expansions were achieved. This evaluation study covers program attendance and dropout rates, enrollment, number of support service contacts, and reenrollment success data. Data are provided for 270 students in the SWSP, 130 students in the DOP, and 45 students in the Alternative Learning Program for Sophomores-To-Be. The total full-time equivalent staff for all of these programs included 30 teachers, program coordinators, counselors, associates, learning coordinators, and social workers. Recommendations are made regarding data collection, amelioration of poor parent participation and high dropout rates at certain locations, reporting of support service data, documentation of counseling activities, and long-range planning. Twelve data tables are included. The SWSP Student Attitude Survey, the DOP One-to-One Structured Interview, and the DOP Training Plan are appended. (TJH)

ED 304 481 TM 012 885

Schnelker, Diane; Tompkins, John
The Des Moines Plan: A Plan for Student Success, 1987-88. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 20 Oct 88
NOTE- 267p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Elementary Secondary Education; *Enrichment Activities; Grade 1; Kindergarten; *Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; Research Reports; School Districts; *Secondary School Students; Transitional Programs; Writing Laboratories
IDENTIFIERS- *Des Moines Plan for Student Success; Des Moines Public Schools IA

The comprehensive Des Moines Plan (DMP) for Des Moines, Iowa elementary through high school students throughout the district who require academic support was evaluated, as implemented during 1987-88. The plan represents an expansion and reorganization of all district remedial programs, and receives federal, state, and local funding. The DMP programs focus on providing reinforcing/remedial assistance according to students' learning strengths, based on the premise that early identification and intervention are more effective than later remedial efforts. The Kindergarten Enrichment Program, K-1 Transitional Program, Reading/Writing Lab Program, and Mathematics Lab Program were evaluated. As of May 24, 1988, the programs served 206, 108, 2,877, and 2,365 students, respectively. The total full-time equivalent staff included 142.1 teachers, coordinators, consultants, supervisors, and associates. The extent to which each program was implemented according to its respective process and performance objectives, procedures used, nature of students served, and follow-up on recommendations from previous evaluations of district remedial programs are discussed. The four program evaluations are provided, within this document, as separate studies, each presenting evaluation forms, checklists, and sample tests. Fifty-four data tables are included. A supplement to the DMP program evaluations, the longitudinal evaluation study, and conclusions/recommendations from the DMP's comprehensive evaluation are also presented. (TJH)

ED 304 482 TM 012 886

Rathbone, A. Sue
Gender Differences in Attitudes toward Mathematics between Low-Achieving and High-Achieving Fifth Grade Elementary Students.
PUB DATE- Feb 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Selection (Students); *Elementary School Mathematics; Elementary School Students; *Grade 5; High Achievement; Intermediate Grades; Learning Readiness; Low Achievement; *Preadolescents; Predictor Variables; *Sex Differences; Sex Stereotypes; *Student Attitudes; Urban Schools
IDENTIFIERS- Fennema Sherman Mathematics Attitudes Scales

Possible gender differences in attitudes toward mathematics were studied between low-achieving and high-achieving fifth-grade students in selected elementary schools within a large, metropolitan area. The attitudes of pre-adolescent children at an intermediate grade level were assessed to determine the effects of rapidly emerging gender-related differences at this developmental stage. A true random sample of 200 *students (47 low-achieving* males, 49 high-achieving males, 46 low-achieving females, and 58 high-achieving females) was selected from 4,872 students who took the California Achievement Tests in Mathematics during October of 1986. Subjects were administered four domain-specific subscales from the Fennema-Sherman Mathematics Attitude Scales. Structured, audiotaped interviews were also conducted concerning mathematics attitudes. Results indicate that gender was not a statistically significant factor in determining overall student attitudes. However, lower confidence in learning mathematics and a belief in male dominance in the subject contributed to non-election of mathematics courses by females. Self-confidence, positive attitudes toward success, positive teacher and parental attitudes, and stereotyping mathematics as a neutral domain were significant factors in formulating students' overall positive attitudes toward mathematics. Eight data tables are provided, and the student follow-up interview is appended. (TJH)

ED 304 483 TM 012 901

Kaiser, Javaid
The Development of CAI: An Expert System in Education.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); Behavioral Objectives; Classroom Techniques; *Computer Assisted Instruction; *Courseware; Educational Assessment; *Expert Systems; Learning Theories; *Programing Languages; Student Evaluation; *Technological Advancement; Validity

A brief overview of computer-assisted instruction (CAI) is provided. The history and theoretical framework of CAI and typical developmental stages involved in the implementation of a CAI system are outlined. The way CAI determines background knowledge of a student, presents information necessary to learn new concepts, sets its pace according to student needs, reinforces previous learning, and evaluates student performance qualifies it as an expert system. Developmental stages covered include: (1) conceptualization (development of project rationale); (2) design (development of behavioral objectives, choice of a learning theory, selection of content and instructional models, development of means of sequencing instruction and presenting materials, student support requirements, measurement of student performance, selection of computer language/program, development of means of selecting an "authoring system," and validation of design); and (3) implementation (coding in suitable author language, testing of the system to determine whether it meets product specifications, determination of overall instructional value of the CAI system, and marketing). Advantages and unresolved issues related to CAI are discussed. (TJH)

ED 304 484 TM 012 904

Clark, Paul A.; And Others
Improving Programs for the Preparation of Teaching through Program Evaluation.
PUB DATE- Feb 88
NOTE- 21p.; Part of the paper was presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988). For a related document, see TM 012 848.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Evaluation Methods; Formative Evaluation; Higher Education; *Preservice Teacher Education; *Program Evaluation; Program Improvement; Summative Evaluation; *Teacher Education Programs
IDENTIFIERS- *Accreditation Plus Model; Tennessee

An objective of the Center for Teacher Education Evaluation (CTEE) at Tennessee Technological University (Cookeville) has been to create an evaluation model for teacher education to provide guidance for institutes of higher education. The model selected is the Accreditation Plus Model (APM). Steps covered in the model (or, steps an institution must follow to develop evaluation data) include: (1) selection of the level of accreditation desired; (2) initiation of a continuous evaluation process by collecting data related to the CTEE outline; (3) completion of the accreditation procedure, through use of data; (4) use of strategies collected from the various models to generate data for other purposes or to answer evaluative questions beyond those used by accrediting associations; and (5) use of Joint Committee Standards to evaluate the evaluation. A graphic presentation of the evaluation of the teacher education model is appended, which includes the following components: student growth outcomes; requirements of teacher education candidates; elements of teacher education programs; application of the APM; application of the Joint Committee Standards for Evaluation; evaluation beyond accreditation; and summative and formative evaluations. (TJH)

UD

ED 304 485 UD 026 092

Elementary and Secondary School Civil Rights Survey, 1986. National Summaries.

DBS Corp., Arlington, Va.; Opportunity Systems, Inc., Washington, DC.

SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.

PUB DATE- Dec 87

NOTE- 51p.; Best copy available.

CONTRACT- OCR-300-86-0062

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academically Gifted; American Indians; Asian Americans; Black Students; Classroom Desegregation; Corporal Punishment; Disabilities; *Elementary Secondary Education; *Enrollment; Ethnic Distribution; High School Graduates; Hispanic Americans; Limited English Speaking; Minority Group Children; National Surveys; *Public Schools; Racial Differences; School Demography; School Desegregation; *School Statistics; Sex Differences; *Special Education; *Student Characteristics; White Students

This document presents the results of a survey of the characteristics of students enrolled in public schools throughout the nation during the 1985-86 academic year. The survey instrument was comprised of an ED 101 form for school districts and an ED 102 form for individual schools. Surveyed were 3,455 districts, containing 37,313 schools and 23,544,704 students. Student data, broken down by sex and race (American Indian, Asian, Hispanic, Black, total minority, and White) are provided in the following areas: (1) enrollment; (2) suspensions; (3) corporal punishment; (4) gifted/talented; (5) educable mentally retarded; (6) trainable mentally retarded; (7) speech impaired; (8) seriously emotionally disturbed; (9) specific learning disabled; (10) language assistance programs; (11) graduation rate; (12) special education; (13) school desegregation; (14) participation in various programs (disciplinary action, gifted/talented programs, special education programs) as a function of the minority component of the school; (15) classroom desegregation; (16) limited English proficiency, pupils' needs and services; (17) special education needs and services, by percent of

enrollment identified as requiring special education; (18) amount of time spent in special education programs; (19) distribution of single sex classes; and (20) selected program participation, by sex. Data are presented on 12 tables. Appendices provide the survey instrument, and detail reported and projected enrollment data by state. (BJV)

ED 304 486 UD 026 514

Sosin, Michael R.; And Others
Homelessness in Chicago: Poverty and Pathology, Social Institutions and Social Change.
Chicago Univ., Ill. School of Social Service Administration.
SPONS. AGENCY- Chicago Community Trust, Ill.; Illinois State Dept. of Public Aid, Springfield.
REPORT NO.- ISBN-0-9615118-0-X
PUB DATE- Jun 88
NOTE- 416p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Economic Factors; Employment Opportunities; *Homeless People; *Human Services; *Individual Characteristics; Low Income Groups; *Poverty; Poverty Programs; Public Policy; Social Influences; Urban Problems; *Welfare Services
IDENTIFIERS- *Illinois (Chicago)

All of the very poor have a certain potential for homelessness due to traditional economic reasons. This report on the homeless in Chicago (Illinois) presents an overview of a two-part project whose goals are to determine the following: (1) how to prevent homelessness; (2) how to relieve homelessness; and (3) how to reverse homelessness. The characteristics of homelessness are examined in a survey of 535 individuals who represent a random sample of those who obtain their main meal of the day from a free meal program, a shelter, or a residential treatment program for the indigent. Also examined are the social institutions and the general social and economic conditions in Chicago that are associated with homelessness and poverty. Major findings include the following: (1) homelessness is not always constant and long-term; (2) typical characteristics of the homeless include military service, out-of-home care as a child, and mental illness or alcoholism; (3) the distinguishing characteristic of the homeless is that they tend to live alone when they do have a residence; and (4) the homeless use social services more frequently than the poor who have homes. Policy recommendations focus on work as the central issue in preventing, relieving, and reversing homelessness. Statistical data are included on 73 tables. A list of 90 references is also included. (FMW)

ED 304 487 UD 026 519

van der Kooy, R. J. W., Ed.
Prodder's Development Annual, 1988.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-079690-652-1
PUB DATE- 88
NOTE- 173p.; Published by the Programme for Development Research (Prodder).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Economic Development; *Educational Development; Foreign Countries; Government Role; Political Influences; *Political Issues; Private Agencies; Public Agencies; *Religious Factors; *Research and Development; Statistical Analysis; Yearbooks
IDENTIFIERS- *Africa (South); Apartheid; Ciskei; Namibia; *South Africa; Southern African Development Coordination Conf; South West Africa

This collection of reports examines the current state of development in southern Africa, in general, and in South Africa, in particular. The introduction, "A Development Perspective of Southern Africa" (R. J. W. van der Kooy), briefly reviews the history of southern African development, and discusses purposes, approaches, and progress. Sixteen chapters are presented. Section 1, "Setting the Scene," includes the following chapters: (1) "Some Critical Reflections on the Development Effort" (E. P. Beukes); (2) "Development and Research" (J. C. Kotze, C. S. van der Waal, and A. Fischer); (3)"Development and Conflict" (N. J. Rhoodie and C. de Kock); (4) "The Role of Afro-Christian Religion" (G. C. Oosthuizen); (5) "Development Perceptions of the SA Government" (R. van der Kooy); (6) "Life in a Shack Area" (C. Fourie); and (7) "Development Research in Venda" (D. J. C. Riekert). Section 2, "Development Policies," includes the following chapters: (8) "The Role of SA's State Departments" (C. Volschenk); (9) "The Ciskeian Case" (B. Streek); (10) "Lebowa's Development Policy" (A. de Villiers); and (11) "NGOs: The Third Force in Development" (A. J. Gilbert; M. H. McLachlan). Section 3, "Barometer," includes the following chapters: (12) "A Statistical Picture" (C. J. Meintjes and J. P. Spangenberg); (13) "Education in SA" (S. J. Berkhout); (14) "Development Agencies in SA"; (15) "Development Agencies in SWA/Namibia" (P. du Plessis and E. Simon); and (16) "Development and Development Agencies in SADCC Countries" (M. A. Byerley). Many chapters include statistical data on charts and graphs. Most chapters also include a bibliography. (FMW)

ED 304 488 UD 026 590

Gottlieb, Avi
Advancement Programs for Disattached Youth: Do They Work? Publication No. 113.
Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 87
NOTE- 268p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Compensatory Education; Correctional Rehabilitation; *Delinquency; *Delinquent Rehabilitation; Dropout Programs; Dropouts; Foreign Countries; Outcomes of Education; *Out of School Youth; Program Evaluation; *Rehabilitation Centers; Secondary Education; Unemployment; *Youth Programs
IDENTIFIERS- *Israel

This study of the effects of the Israeli rehabilitation system on disattached youth found little evidence that the programs examined had any impact. Israeli adolescents who neither work nor study are considered to be disattached. These youth are eventually absorbed into a variety of both voluntary and involuntary community residential educational and resocialization programs. Data on the characteristics of more than 3,600 youths who had been enrolled in one of 57 programs were gathered from the institutions themselves, social service agencies, the Police Authorities, and the Israeli Defense Forces. These data were analyzed to explain a youth's post-institutional delinquency and military performance as a function of both individual characteristics and the attributes of the program or institution with which the youth had been involved. Summary findings include the following: (1) there were few differences among the youth enrolled in the various programs; (2) the programs varied widely in organizational and programmatic attributes; (3) youths were neither more nor less delinquent after having attended most of the programs than before; and (4) there were few reliable program effects on military performance. Alternatives to the current approaches are discussed. Statistical data are presented on 21 tables. A list of 100 references is also appended. A list of publications in Hebrew and in English available from the National Council of Jewish Women Research Institute for Innovation in Education is also included. (FMW)

ED 304 489 UD 026 605

Where Do You Go from Nowhere: Homelessness in Maryland.
Health and Welfare Council of Central Maryland, Inc., Baltimore.

SPONS. AGENCY- Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Aug 86
NOTE- 297p.; For related document, see UD 026 607.
AVAILABLE FROM- Maryland State Department of Human Resources, Public Information Office; call (301) 383-5644.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Deinstitutionalization (of Disabled); Demography; *Economic Factors; Emotional Disturbances; Family (Sociological Unit); Government Role; *Homeless People; *Housing Needs; Poverty; Poverty Areas; Program Evaluation; Program Improvement; Racial Composition; *Social Services; *State Programs; Surveys; *Urban Problems; Welfare Services
IDENTIFIERS- *Maryland

This report assesses the extent of homelessness in Maryland. Data are provided in the following areas: (1) the number of homeless people; (2) causes of homelessness; (3) distribution of the homeless and characteristics of those sheltered; (4) shelter beds available; (5) what is needed to address the problems of homelessness; (6) the extent of the unmet need; and (7) impact of government programs and policies. Since 1983 there has been a 45 percent increase in the number of homeless persons sheltered in Maryland. Shelter providers served over 28,000 persons in 1985. Of those receiving shelter, 52 percent cited eviction or unemployment as the precipitating cause of their problems; 16 percent cited family conflict. Although Maryland is the sixth wealthiest state, its public assistance payments rank twenty-seventh in the nation. There is a shortage of low-cost housing in every jurisdiction in Maryland. The plight of deinstitutionalized chronically mentally ill persons is discussed. Public education is needed to reduce fear and prejudice. High standards of care must be developed and maintained within facilities. Government response to homelessness has been inadequate. A substantial increase must be made in the state's capacity for short-term shelter and transitional housing. Appendices provide the following: (1) shelter programs surveyed; (2) shelter provider and Department of Social Services survey instruments; (3) round table participants and key informants; (4) agencies offering estimates of unserved homeless population; (5) directory of shelter agencies identified; and (6) survey data by local jurisdiction. Tables illustrate the data. Photographs accompany the text. A bibliography is included. (BJV)

ED 304 490 UD 026 607

Homelessness: Recommendations for State Action.
Maryland Governor's Advisory Board on the Shelter, Nutrition, and Service Programs for Homeless Persons, Annapolis.
PUB DATE- Nov 86
NOTE- 63p.; For related document, see UD 026 605.
AVAILABLE FROM- Maryland Department of Human Resources, Public Information Office; call (301) 333-0011.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Community Programs; Day Care; Employment Programs; *Homeless People; Housing Deficiencies; *Housing Needs; Job Training; Legal Aid; Low Rent Housing; Medical Services; *Program Development; Psychiatric Services; Public Policy; Social Services; *State Programs; Transportation; Welfare Services
IDENTIFIERS- *Maryland

This report identifies the following objectives in the State of Maryland's efforts to prevent and substantially reduce homelessness: (1) expand resources for the prevention of homelessness, and investigate possible changes in policies contributing to homelessness; (2) establish a strong emergency response to homelessness throughout the State; (3) significantly expand the supply of transitional housing for those homeless people who need time and assistance stabilizing their lives and establishing their independence; (4) substantially increase the variety and availability of supportive housing for homeless people with special needs; (5) develop an adequate supply of low cost housing and a rental assistance program to meet the permanent housing needs of homeless and potentially homeless persons; (6) augment the capability of the State to provide case management services to homeless persons; (7) promote self-sufficiency for homeless people through job training and employment programs, legal counseling, transportation services, and day care; (8) improve the effectiveness of community-based programs providing medical and psychiatric services for homeless and potentially homeless people; and (9) foster cooperation and coordination among all levels of government and all responsible State agencies, business, and community organizations concerned with homelessness and related issues. Specific recommendations for action by the State, individual service agencies, and local governments are provided for each objective. A model for a continuum of services is provided. (BJV)

ED 304 491 UD 026 642

A Domestic Priority: Overcoming Family Poverty in America. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 22 Sep 88

NOTE- 137p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Welfare; Economically Disadvantaged; *Employment Opportunities; Family Income; *Family Problems; Family Programs; Hearings; *Low Income Groups; Minority Groups; *Poverty; Poverty Programs; Public Policy; Welfare Recipients; *Welfare Services

IDENTIFIERS- Congress 100th; *Work Incentives

Although more Americans are working than ever before, economic and employment trends over the past decade have resulted in low-income families falling even farther below the poverty level than ever before. The purpose of this oversight hearing is to discuss strategies to overcome family poverty. Testimony was submitted by six expert witnesses in the fields of social services and public policy. Key issues and their solutions discussed include the following: (1) support for families with two working parents that includes medical protection and a higher minimum wage, an improved Earned Income Tax Credit, and refundable day care credits; (2) support for single parent families that includes workfare programs and reform of child support collection; (3) male unemployment, a central factor in never-married parenthood, which could be addressed by progressive welfare reform with a job creation policy and universal provision of child and health care; (4) the passivity generated by the "welfare culture," which could be addressed by workfare programs that emphasize the active participation of welfare mothers and fathers; (5) persistently poor children, whose situation could be alleviated by expanding and replicating successful existing programs; (6) the necessity of an "Economic Bill of Rights"; and (7) the acknowledgement that poverty is a complex social condition that must and can be attacked from all spheres of society. An outline of key human resource concerns is included. (FMW)

ED 304 492   UD 026 643

May, Carolyn S.; Farha, Jacquelyn L.
A Longitudinal Study of the Chapter 1 Prekindergarten Program in the Wichita Public Schools.
Wichita Public Schools, Kans.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; *Compensatory Education; *Developmental Disabilities; *Educationally Disadvantaged; High Risk Students; Longitudinal Studies; *Low Income Groups; Outcomes of Education; *Preschool Children; Preschool Education; Program Evaluation; Urban Schools; Young Children

IDENTIFIERS- *Early Intervention Programs; Education Consolidation Improvement Act Chapter 1; *Kansas (Wichita)

The early intervention strategies of the Wichita (Kansas) Public Schools Education Consolidation and Improvement Act Chapter 1 Prekindergarten Program made a difference in the later academic achievement of participants. The Prekindergarten program serves educationally and developmentally disadvantaged 3- and 4-year olds residing in low-income areas. This study followed 171 pupils who had been in the program in the 1982-83 school year, and who remained in the Wichita school system through 1986-87. Data were drawn from standardized test scores, records of parent contacts with school personnel and social workers, and the results of a survey of parent attitudes. Summary findings include the following: (1) half of the participants required an average of 1.5 years of additional Chapter 1 reading and mathematics services after leaving prekindergarten; (2) those participants who required more than two years of continued Chapter 1 services usually required mathematics in grades 1 and 2, and reading in grades 3 and 4; (3) retention rates for participants were slightly higher than those for the total district in grade 1, but were comparable by grade 3; (4) a higher percentage of participants were placed in special education classrooms than the general district population; and (5) there were no significant differences in the academic achievement of program participants in the second and third grades when compared to pupils from similar socioeconomic areas. Statistical data are included on 15 tables. A nine-item bibliography is included. (FMW)

DOCUMENT RESUME

ED 304 493 UD 026 644

Ekstrom, Ruth B.; And Others

Education & American Youth. The Impact of the High School Experience. Education Policy Perspectives Series.

Educational Testing Service, Princeton, N.J.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-1-8500-375-0
PUB DATE- 88
NOTE- 147p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 242 Cherry Street, Philadelphia, PA 19106 ($40.00 hardcover--ISBN-1-8500-375-0; $18.00 paperback--ISBN-1-8500-376-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Cognitive Development; Demography; Dropout Characteristics; Educational Change; *Educational Experience; Educational Policy; Extracurricular Activities; Family Characteristics; High Schools; High School Seniors; *High School Students; *Institutional Characteristics; *Longitudinal Studies; *Outcomes of Education; Racial Differences; Scores; Sex Differences; Socioeconomic Status; Student Attitudes; *Student Characteristics

The book is the outgrowth of two studies: a cross-sectional analysis comparing the experiences and tested achievement of high school seniors over the decade 1972 to 1982, and a longitudinal analysis relating cognitive growth (particularly in mathematical skills) of 1980 high school sophomores to their schooling experiences over the period 1980 to 1982. The book is divided into four parts. Part 1 consists of one chapter, "Education and American Youth: The Impact of the High School Experience--An Introduction." Part 2, "The American High School and Its Students: How Did They Change between 1972 and 1982?" includes the following four chapters: (1) "Changes in the Characteristics of High School Seniors and Their Families between 1972 and 1982"; (2) "How Did the American High School Change between 1972 and 1982?"; (3) "Changes in Students' School Experiences"; and (4) "Educational Outcomes or Why Did Test Scores Decline between 1972 and 1982?" Part 3, "Achievement and Persistence in High School: A Closer Look," includes the following two chapters: (1) "What Determines Achievement Growth in High School?"; and (2) "Who Stays in School? Who Drops Out?" Part 4, "Policy Implications," includes the chapter "Policy Recommendations for the Next Decade." Data are presented on 68 tables; 76 notes and references are included. An index is appended. (BJV)

ED 304 494 UD 026 646

Jewell, K. Sue
Survival of the Black Family: The Institutional Impact of U.S. Social Policy.
REPORT NO.- ISBN-0-275-92985-X
PUB DATE- 88
NOTE- 197p.
AVAILABLE FROM- Praeger Publishers, One Madison Avenue, New York, NY 10010.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Family; Black Mothers; Economically Disadvantaged; Family Characteristics; Family Financial Resources; *Family Programs; *Family Structure; Heads of Households; Low Income Groups; Minority Groups; Nuclear Family; One Parent Family; *Public Policy; Social Change; Social Integration; Social Mobility; *Social Problems
IDENTIFIERS- Feminization of Poverty; *Social Policy

Neither conservative nor liberal social policy has offered substantial or sustained benefits for black families. Social policy determines the overall impact of social and economic conditions on society's members, especially economically disadvantaged families. Liberal policies, procedures, and assumptions underlying social and economic programs in the 1960s and 1970s contributed to the disintegration of black two-parent and extended families, an increase in black families headed by women, and the decline of other important black institutions. Social and economic programs and civil rights legislation could not effectively remove the social barriers that prevent full participation in mainstream society. Their results were modest economic gains, adverse effects on two-parent families, and the perpetuation of the misconception that the failure to overcome social and economic obstacles is a function of individual rather than institutional shortcomings. Conservative policies of the 1980s have resulted in a resurgence of extended families, an increase in individuals with no familial structures, and continued increase in the rate of family break-ups. The extent to which black families are able to reach social and economic parity with white families will be determined by a comprehensive national social policy that incorporates the black community, the federal government, and the private sector. A list of references accompanies each chapter. The appendix includes 28 tables of statistical data. A 154-item bibliography and an index are also included. (FMW)

ED 304 495 UD 026 666

Larsen, Janet
Sooner or Later...The Disappearance of Federally Subsidized Low Income Rental Housing in Minnesota.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
REPORT NO.- CURA-88-3
PUB DATE- Apr 88
NOTE- 133p.
AVAILABLE FROM- Center for Urban and Regional Affairs, 300 Humphrey Center, 301 19th Avenue South, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; *Grants; Housing Industry; *Housing Needs; Landlords; *Low Rent Housing; Program Budgeting; *Program Termination
IDENTIFIERS- Department of Housing and Urban Development; Farmers Home Administration; *Housing and Community Development Act Title II; Housing Codes; *Minnesota; Reagan Administration

Federal housing programs since the 1960's have provided subsidies for nearly two million privately-owned rental housing units to make them affordable for low-income people. Since taking office, the Reagan administration has focused the little attention it has given to low-income housing on person-based subsidies, and has reduced funding levels to nearly zero for programs that have provided the existing stock of affordable housing. Restrictions regarding the affordability and acceptable use of units, or "use controls," were imposed on owners who received federal subsidies. These use controls were attached to a time line, however, and many units are now approaching a point where the owners will have the option of terminating the restrictions on their properties. Because of this, Minnesota's entire stock of existing federally assisted privately owned low-income rental housing, a stock that exceeds 49,000 units, will be lost in the next 50 years. Under a best-case scenario, 52 percent of those units with Section 8 contracts will lose their assistance within 20 years. In addition, within 30 years use controls on 42 percent of those units receiving mortgage assistance will expire. Under a worst case scenario, 82 percent of the units covered by mortgage assistance contracts, and 99 percent of those units covered by Section 8 contracts will see their controls terminated within the next 20 years. Tables and figures illustrate the data. Appendices (the bulk of the document) provide the following: (1) owner motivations for prepaying mortgages or opting out of rental assistance agreements; (2) text of Title II, the Emergency Low Income Housing Preservation Act of 1987; (3) program descriptions; (4) data elements included in the Minnesota Housing Project database; (5) units lost per year: mortgage subsidies and rental assistance; (6) assisted units in Minnesota by county and agency; (7) Minnesota projects eligible for prepayment, 1988-98; and (8) complete listing of all federally assisted low-income housing in Minnesota. (BJV)

ED 304 496 UD 026 667

Levin, Henry M.
The State Youth Initiatives Project. The Educationally Disadvantaged: A National Crisis. Working Paper #6.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jul 85
NOTE- 31p.
AVAILABLE FROM- Public Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Cost Effectiveness; Dropout Prevention; Educational Change; Educational Improvement; Educational Legislation; *Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; *Futures (of Society); High Risk Students; Minority Group Children; *National Programs; Program Development; Secondary Education; State Legislation; *Student Characteristics
IDENTIFIERS- Nation at Risk (A)

The unique needs of the educationally disadvantaged cannot be effectively addressed by educational reforms of a general nature. Approximately 30 percent of all elementary and secondary students in 1982 were economically, linguistically, and/or culturally disadvantaged. Their number and their degree of disadvantage has been increasing rapidly due to immigration. The consequences to the United States of ignoring the needs of these students are the following: (1) reduced economic competitiveness; (2) higher costs of public services; (3) massive disruption in higher education; and (4) the emergence of a dual society with a large and poorly educated underclass. Most current state educational reforms, such as increasing academic standards, raising teachers' salaries, or increasing the amount of time in school, do not specifically meet the needs of the educationally disadvantaged, and may even increase dropout rates among that population. A national agenda for directly addressing these needs must include the following: (1) goals; (2) accountability; (3) resources; and (4) the responsibilities of students, parents, communities, schools and state education agencies, colleges and universities, business and industry, states, and the federal government. Research supports the long-term cost effectiveness of such planning and program implementation. A 43-item bibliography is included. (FMW)

ED 304 497 UD 026 674

Ascher, Carol
Urban School/Community Collaborations: Making Them Work Well. ERIC/CUE Digest No. 45.
Academy for Educational Development, Inc., New York, N.Y.; ERIC Clearinghouse on Urban Education, New York, N.Y.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 6p.
CONTRACT- R188062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Community Role; Community Support; Cooperative Planning; *Cooperative Programs; Educational Improvement; Politics of Education; Program Descriptions; *School Community Relationship; *School Role; *Urban Areas; *Urban Schools
IDENTIFIERS- *Collaboratives; Partnerships

This paper summarizes the major points raised at a conference on "School/Community Collaborations: Policy Implications for Urban Education" held in New York City (New York) on May 12-13, 1988. Schools or school districts have successfully collaborated with businesses, unions, schools of higher education, hospitals, youth agencies, community organizations, and local governments to solve mutual problems. Collaborative goals may be categorized as either school improvement goals, such as decreasing the dropout rate, or fundamental change goals, such as obtaining a greater voice for the minority poor served by the schools. Participation in collaboratives may be described as either open, small group, or ritualized. Aspects of successful collaborations include the following: (1) commitment; (2) clarity about roles; (3) training; (4) incentives for institutionalization; and (5) evaluation. Since collaboratives can provide powerful support for many types of intervention, it is ultimately up to educators to decide which interventions are most effective, and then to create appropriate collaboratives to implement them. However, independent public school improvement is needed to sustain the interest and support of the participating community groups. (FMW)

ED 304 498   UD 026 675

Ascher, Carol
Grade Retention: Making the Decision. ERIC/CUE Digest No. 46.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 4p.
CONTRACT- R188062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Failure; Black Students; *Curriculum Development; Elementary Secondary Education; Equal Education; *Ethnic Groups; *Grade Repetition; Hispanic Americans; Literature Reviews; Minority Group Children; Nontraditional Education;

Potential Dropouts; *Student Characteristics; *Student Promotion

Decisions about whether to promote a student should be made on a variety of both academic and social grounds, and the curriculum should be restructured to meet the student's needs if retention is chosen. As with other academic/punitive measures, poor Blacks and Hispanics tend to be retained disproportionate to their numbers because minorities are likely to be perceived as low-achieving and/or troublesome students. Negative effects of retention include the following: (1) no short- or long-term improvement in academic achievement; (2) stigma; (3) low self-esteem; (4) lack of interest in extracurricular activities; (5) waning motivation; and (6) increased chance of dropping out at a later age. Retention has been found to be beneficial when used with immature elementary students in the early grades, who are not opposed to being retained, and whose parents support the decision. Student characteristics to consider in determining retention include the following: (1) chronological age; (2) present grade; (3) knowledge of English; (4) previous retentions; (5) age/grade difference between siblings; (6) estimate of intelligence; (7) history of learning disabilities; and (8) attitude toward retention. Effective curricula for students who have failed include the following: (1) promotion with remedial instruction; (2) transitional classes with other failed or at-risk students; (3) retention with remediation; (4) partial promotion and summer school; and (5) special education. A list of 14 references is included. (FMW)

ED 304 499 UD 026 676

Gross, Susan
Participation and Performance of Women and Minorities in Mathematics. Executive Summary.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 88
NOTE- 30p.; For full report, see UD 026 701.
GRANT- NSF-MDR-8470384
AVAILABLE FROM- Department of Educational Accountability, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; *Black Students; Elementary Secondary Education; *Females; *Hispanic Americans; *Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; Minority Groups; Racial Differences; Sex Differences; Student Attitudes; Student Characteristics; *Student Participation; Urban Schools
IDENTIFIERS- *Mathematics Participation; *Montgomery County Public Schools MD

This executive summary reports the findings of a study of the mathematics participation and performance of female, Black, and Hispanic students in the Montgomery County Public Schools (Maryland), and generalizes its findings to mathematics instruction for all students. Goals of the study were the following: (1) identify at what point in the educational process differences first appear; (2) identify factors in the school, home, and society that contribute to differential mathematics participation; and (3) point out policy implications and suggest alternatives or solutions. The sources of statistical and attitudinal data, and the methods used to select the sample populations are outlined in a fact sheet. Major summary findings include the following: (1) gender differences in participation and performance do not emerge until the last year or two of high school, but differences in attitudes and beliefs about mathematics start much earlier; (2) differences in progress through the elementary mathematics curriculum between Blacks and Hispanics, and Asians and Whites emerge as early as the first and second grade; (3) large differences exist in participation and performance in the secondary mathematics curriculum between Blacks and Hispanics, and Asians and Whites; and (4) the best way for any student to be successful in mathematics is to have succeeded in mathematics in the past, but once a student experiences failure or falls behind grade level, it is more difficult to catch up. Statistical data are included on four tables and three graphs. (FMW)

ED 304 500 UD 026 678

Recent Activities against Citizens and Residents of Asian Descent. Clearinghouse Publication No. 88.
Commission on Civil Rights, Washington, D.C.
PUB DATE- 87
NOTE- 99p.
AVAILABLE FROM- U.S. Commission on Civil Rights, Washington, DC 20425.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Asian Americans; Crime; *Ethnic Discrimination; Ethnic Distribution; Ethnic Relations; Ethnic Stereotypes; Federal Legislation; Immigrants; Racial Discrimination; Refugees; State Legislation; Victims of Crime; *Violence
IDENTIFIERS- *Immigration Law; Refugee Resettlement

This report describes some recent examples of racially motivated conduct directed against Asian Americans, and identifies factors that contribute to them. The report reviews the following sources of information: (1) literature on the topic; (2) hearings by local human rights agencies; (3) data from the Bureau of the Census, the Office of Refugee Resettlement, and the Immigration and Naturalization Service; (4) state laws on racially motivated crimes; and (5) field investigations in eight states and the District of Columbia. Chapter 1 is an overview of early, discriminatory legislation and other activities directed against Asian immigrants and Americans of Asian ancestry in the United States. The chapter also examines more recent legislation liberalizing the immigration laws. Chapter 2 describes the geographic distribution of persons of Asian descent and their socioeconomic status relative to that of Whites. Chapter 3 discusses factors that contribute to racially motivated activities against persons of Asian ancestry. Chapter 4 discusses some apparently racially motivated incidents that have occurred in various parts of the country since the 1982 murder of Vincent Chin, a Chinese American, and the community responses to them. Chapter 5 is a conclusion to the report. Tables and figures illustrate the data. Appended are the statements of Commissioners John H. Bunzel and Robert A. Destro. Also appended are the testimony of Congressman Robert T. Matsui; additional tables; a discussion of the methodology; reviews of Federal civil rights statutes, and provisions and penalties of selected State statutes concerning racial violence, harassment, or intimidation; and the text of a cooperative agreement between the United States Government and refugee resettlement agencies. (BJV)

ED 304 501 UD 026 681

Conk, Margo; And Others
Urban Ethnicity in the United States: New Immigrants and Old Minorities. Urban Affairs Annual Reviews, Volume 29.
REPORT NO.- ISBN-0-8039-2270-1
PUB DATE- 85
NOTE- 304p.; Published in cooperation with the Urban Research Center, University of Wisconsin-Milwaukee.
AVAILABLE FROM- Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; Crime; Delivery Systems; *Demography; *Ethnic Groups; Ethnicity; *Immigrants; Institutional Research; Labor Market; Mental Health; *Population Trends; Public Education; Social Control; Social Services; Transient Children; United States History; Urban Education; Urban Environment; *Urban Population; Well Being
IDENTIFIERS- *Immigration; Immigration Law

This book, going beyond the case study approach, addresses the ideas and institutional structures that interact with and are affected by immigrants to the United States. Part 1, "Historical, Demographic, and Ecological Considerations," is comprised of the following articles: (1) "Immigration Reform and Immigration History: Why Simpson-Mazzoli Did Not Pass" (Margo Conk); (2) "Post-1965 Immigrants: Demographic and Socioeconomic Profile" (Morrison G. Wong); (3) "Immigration Issues in Urban Ecology: The Case of Los Angeles" (Philip Garcia); and (4) "Improving the Data: A Research Strategy for New Immigrants" (Jose Hernandez). Part 2, "Institutional Contexts and Responses," is comprised of the following articles: (1) "Race, Color, and Language in the Changing Public Schools" (Ricardo R. Fernandez and William Velez); (2) "Urban Labor Markets and Ethnicity: Segments and Shelters Reexamined" (Marcia Freedman); (3) "Political Economy and the Social Control of Ethnic Crime" (Eleanor M. Miller and Lynne H. Kleinman); (4) "Ethnicity and Social Welfare in American Cities: A Historical View" (Robert S. Magill); (5) "Ethnicity, Mental Health, and the Urban Delivery System" (William T. Liu and Elena S. H. Yu); and (6) "Rainbow's End: From the Old to the New Urban Ethnic Politics" (Steven P. Erie). Also included are a prefatory note, "The New American Ethnology" by Scott Greer, and an introduction by Lionel Maldonado and Joan Moore. Tables and figures illustrate the data in some of the articles. A 24-page list of references is included. Information about the contributors is appended. (BJV)

ED 304 502 UD 026 683

Craig, William J.; Westrum, Carol A.
Profiles of the Twin Cities Poor. An Overview: The Twin Cities Poor and Their Problems.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Jan 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; Family (Sociological Unit); *Family Characteristics; Family Income; *Family Problems; Financial Needs; *Individual Characteristics; *Low Income Groups; *Poverty; Surveys; Urban Areas; Urban Demography
IDENTIFIERS- *Minnesota (Twin Cities)

This report, the first in a series, presents the findings of a 1984 survey to identify the characteristics and problems of the Twin Cities (Minnesota) area's poorest families. Nine hundred and sixty-six low-income households, representing the poorest 20 percent of the population, were interviewed by telephone or in person. At the same time that this survey was taken, a parallel survey was taken of the general population, thus allowing comparisons between the two groups. Highlights of the findings include the following: (1) at least five different types of low-income households were identified; (2) low-income people resemble the general population in that they span all ages, are mostly white, but they are slightly more likely to be female than the general population; (3) low-income people differ from the general population in that they are more likely to be under age 25 or over age 65, less likely to have graduated from high school, and much more likely to be single and living alone or single and living with children; and (4) the biggest problems facing low-income people stem from inability to pay for adequate housing, utilities, basic necessities, and medical care. Statistical data are included on three graphs and one table. (Author/FMW)

ED 304 503 UD 026 684

Ediger, Marlow
The Urban School of the Future.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Equity (Finance); *Educational Improvement; *Educational Innovation; *Educational Needs; Elementary Secondary Education; *Futures (of Society); *School Effectiveness; Urban Environment; *Urban Schools

This essay discusses impediments to student success in today's urban schools and recommends solutions for the future. The following problems are covered: (1) overcrowded classrooms; (2) student behavioral problems; (3) lack of instructional materials; (4) outdated facilities; (5) inadequate school library collections; (6) low teacher salaries; (7) availability and use of drugs; (8) family breakup; (9) lack of afterschool education programs; and (10) poverty. Solutions include the following: (1) improvement of student-teacher ratios, (2) provision of quality instructional materials; (3) newly designed flexible facilities; (4) curricular emphasis on aesthetics; (5) improvement of school library collections; (6) improvement of teachers salaries; (7) drug-free environment; (8) improved quality of urban family life; (9) afterschool education programs; and (10) elimination of poverty. The need for public support of educational financing is emphasized. A 10-item bibliography is included. (FMW)

ED 304 504 UD 026 685

Yagi, Kan; Kushman, James W.

Longitudinal Study of Students In and Out of a Chapter 1 Program over a Three-Year Period in the Portland Public Schools.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Nov 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; *Basic Skills; *Classroom Environment; *Compensatory Education; Educational Environment; Elementary Education; *Elementary School Students; Longitudinal Studies; Program Evaluation; Student Behavior; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Portland Basic Skills Achievement Levels Testing; *Portland School District OR

Students in the Portland (Oregon) Public Schools' Education Consolidation Improvement Act Chapter 1 program made greater achievement gains while in the program than when they were not, and those gains are probably attributable to the extent that Chapter 1 students engage in positive behaviors rather than to the curricular quality of the programs. Chapter 1 students had been observed to consistently engage in socially acceptable and educationally worthwhile classroom behavior. It was hypothesized that this positive behavior would have a significant effect on student achievement gains. Patterns of the 3-year achievement score gains on the Portland Achievement Level Tests for students who were in and out of Chapter 1 programs were displayed on graphs. Two different 3-year periods, 1983-86 and 1984-87, were included. Results were expressed in terms of deviations above or below the gains expected for comparable students. The results were examined for the extent of agreement between the predicted and the obtained patterns displayed in the graphs. The results showed that the gains were usually noticeably larger than the expected when the students were in Chapter 1, and usually noticeably smaller than the expected when they were not. Statistical data are included on 28 graphs and four tables. The appendix contains a comparison of the predictions of the participants' performance with their actual achievement in the reading and the mathematics sequences. A list of 16 references is included. (FMW)

ED 304 505 UD 026 687

Figart, Deborah M.
Economic Status of Women in the Labor Market and Prospects for Pay Equity Over the Life Cycle.

American Association of Retired Persons, Washington, D.C.
PUB DATE- 88
NOTE- 46p.
AVAILABLE FROM- American Association of Retired Persons, 1909 K Street, NW, Washington, DC 20049 (Stock No. D13047, free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparable Worth; *Employed Women; Employment Level; *Employment Patterns; Employment Statistics; *Equal Opportunities (Jobs); *Labor Market; Males; *Salary Wage Differentials; *Sex Differences

Social and economic forces in the post-war era have lead to an increased commitment by women of all ages to the labor force. In contrast, the labor force participation rate for men has declined. With women's continued predominance in the service sector and jobs lost in the traditionally male manufacturing sector of the U.S. economy, men and women are being affected differently by changes in macroeconomic trends. Within and across industries, women are still concentrated in clerical, sales, service, and light manufacturing jobs. Women made minor gains moving into management and the professions, but mostly into predominantly female categories and/or low-paying jobs. Although these gains have been somewhat higher for younger women, the evidence is inconclusive as to whether these advances will continue over their working lives and for succeeding generations. Even where occupational desegregation by sex has occurred, men and women in the same occupation continue to work in different establishments or departments and have different pay scales. Median incomes are inversely related to the percentage of females in an occupation; internal labor markets can be used as a lens to evaluate the extent of sex segregated career tracking and the disproportion of men at the top of the career ladder, even in female-dominated occupations. The wage gap has not declined despite women's increased education, experience, and tenure because women face different opportunity structures than do men. Policy options are recommended. Data are presented on 22 tables and figures. A 47-item list of references is included. (Author/ BJV)

DOCUMENT RESUME

ED 304 506 UD 026 690

Demographic Characteristics of the Older Hispanic Population. A Report by the Chairman of the Select Committee on Aging. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-No-100-696

PUB DATE- Dec 88

NOTE- 25p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Census Figures; *Demography; *Employment Level; Geographic Distribution; Health; *Hispanic Americans; Housing; *Income; Labor Force; *Older Adults; Population Distribution; Poverty; Racial Composition; Unemployment; Welfare Recipients; Welfare Services

IDENTIFIERS- Congress 100th; Older Americans Act 1965

The Hispanic American elderly represent an ever growing share of America's older population. This report provides statistical information about the older Hispanic American population in the following areas: (1) demography; (2) composition; (3) geographical distribution; (4) population projections; (5) income; (6) poverty, including poverty among Hispanic subgroups; (7) employment; (8) unemployment rate; (9) labor force participation rates; (10) health; (11) housing; (12) education; (13) participation in Older Americans Act programs; and (14) ratio of Hispanic elderly to total Hispanic population. The usual difficulties that older Americans face are compounded for Hispanics because of the economic, cultural, and language barriers they have faced throughout their entire lives. Poor education and low technology skills have lead to lives of near poverty and vulnerable health status. Although Hispanic elders have established needs, their participation rates in service programs are declining. Data are presented in 21 tables. Appendices provide the following additional demographic information: (1) total United States population, 1980; (2) Spanish origin population, 1980; (3) Spanish origin population, 1970-80; (4) persons of Spanish origin in the United States, 1980; (5) median age of Spanish origin, Black, and White population, 1980; and (6) population projections, 1900-2020. (BJV)

ED 304 507 UD 026 691

Baron, Mark A.
Perceptions of Teachers and Students Regarding the Frequency, Sources, and Solutions to Student Misbehavior.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Behavior Problems; Classroom Techniques; *Discipline; Discipline Policy; *Discipline Problems; Elementary Secondary Education; Foreign Countries; High School Students; Junior High School Students; *Latin Americans; Sex Differences; *Student Attitudes; Surveys; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Venezuela

The lack of student discipline continues to be a major concern among educators and the general public. A researcher-developed opinion survey concerning the frequency of, sources of, and interventions for student misbehavior was completed by a sample of 312 students and 106 teachers from four private American-type schools located in Caracas, Valencia, and Maracaibo, Venezuela. Their responses were subjected to a series of one-way analyses of variance to determine if significant differences of opinion existed among the following groups: (1) female and male students; (2) 7th, 9th, and 11th graders; and (3) students and teachers. The female students and ninth graders perceived that student misbehavior occurs significantly more frequently than the other student sub-groups, but no such difference existed between the composite student group and the teachers. Although no significant differences regarding misbehavior sources or interventions were detected among the student sub-groups, the composite student group differed significantly from the teachers regarding both sources and interventions for student misbehavior. The need for increased emphasis on student participation in defining and implementing discipline policies and replicating the study with a more heterogeneous population sample were the major recommendations of the study. (Author/BJV)

ED 304 508 UD 026 692

Rodriguez, Orlando
Hispanics and Human Services: Help-Seeking in the Inner City. Monograph No. 14.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 87
NOTE- 162p.
GRANT- NIMH-2POI-MH-30569-06-A1
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Disabilities; Females; Heads of Households; *Hispanic Americans; *Inner City; Mental Health Programs; Older Adults; Participant Characteristics; Participant Satisfaction; Poverty; Racial Differences; *Social Services; Urban Population; Urban Problems; Urban Programs; *Use Studies; *Whites
IDENTIFIERS- New York (Bronx); *Service Utilization

This study examines patterns of service utilization among Hispanics, Whites, and Blacks living in the South Bronx, New York City. Surveyed were 381 respondents on their use of the following types of services: (1) mental health services; (2) services for female heads of families; (3) services for disabled persons; and (4) services for elderly persons. The study also assesses the needs that give rise to service utilization, and reviews the research and theory pertaining to Hispanic underutilization of services. Findings are presented in the following areas: (1) patterns of use of services; (2) knowledge of and satisfaction with services; and (3) factors associated with use of services. In general, substantial proportions of Hispanics, Blacks, and Whites who live in inner-city areas like the one surveyed are not able to take advantage of the mental health and social services that they report they need. Policy recommendations are offered. Data are presented on 27 tables and figures. Seven lists comprising 105 references are included. An appendix assesses the reliability of the Demoralization Scale, one of the survey instruments used in the study. (BJV)

ED 304 509 UD 026 693

Procidano, Mary E.; Glenwick, David S.
Unitas: Evaluating a Preventative Program for Hispanic and Black Youth. Monograph No. 13.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 85
NOTE- 92p.; For related documents, see ED 204 429 and ED 231 929.
GRANT- NIMH-2P01-MH-30569-06-A1
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *Black Youth; *Developmental Psychology; *Family Influence; Family Role; High Risk Persons; *Hispanic Americans; *Intervention; Longitudinal Studies; Mentors; Pretests Posttests; Program Evaluation; Psychotherapy; Socioeconomic Status; Summer Programs; Urban Population; Urban Programs; *Urban Youth
IDENTIFIERS- New York (Bronx); *Surrogate Families; *Unitas Therapeutic Community NY

This monograph is the third of a trilogy of studies on the Unitas Therapeutic Community, a program that attempts to strengthen the competencies of the Hispanic and Black youngsters living in the Longwood/Hunts Point section of the South Bronx, New York City. The program uses indigenous nonprofessionals as surrogate parents, uncles, and aunts for youth 5- to 16-years-old living in the same neighborhood, often on the same street. A symbolic family is created that supplements the children's frequently unstable natural families. This report presents a psychotherapeutic evaluation of Unitas that attempts to examine how 117 children who participated in the program (most of whom were Hispanic) changed as a result of their Unitas experience. The theoretical context and the methodology of the evaluation are discussed. The evaluation consists of the following components: (1) a descriptive sociodemographic, psychosocial, and academic study of Unitas children in May-June 1983; (2) a psychosocial longitudinal comparison of Unitas and Police Athletic League (PAL) youngsters, conducted first at the beginning of July 1983 (pretest), and then again at the end of August 1983 (posttest); and (3) a behavioral assessment process study of the Unitas circle meetings carried out during the 6-week summer program of July-August 1983. Data are presented on 14 tables and figures. Five lists of 113 references are provided. (BJV)

ED 304 510 UD 026 695

Wong, Paul
Minority Community Mental Health Training: Analysis of an Educational Experiment. P/AAMHRC Monograph Series, No. 4.
Pacific/Asian American Mental Health Research Center, Chicago, IL.
REPORT NO.- ISBN-0-934584-19-2
PUB DATE- 86
NOTE- 145p.
GRANT- DHHS-2-R01-MH36408
AVAILABLE FROM- Pacific/Asian American Mental Health Research Center, 1033 West Van Buren Street, Chicago, IL 60607 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Asian Americans; *Community Health Services; Ethnic Groups; *Experimental Programs; Inservice Education; *Mental Health; Multicultural Education; Postsecondary Education; Program Development; Program Evaluation; *Public Health; School Surveys; Social Change; *Social Workers; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Community Mental Health Centers

This monograph analyzes an experimental program that ran from 1976 to 1980 to train Pacific/Asian American social work students in community mental health. The students, who were awarded stipends, were recruited from three associate in arts programs in human services and from two universities that offered both bachelor's and master's programs in social work. Like many other minority community-based training programs in mental heath that emerged in the late 1960s and 1970s, this educational experiment was closely linked to the development of the community mental health movement and to social change in Pacific/Asian communities. Two sample surveys were conducted for the study, one of the students, and the other of the staff, council members, and field work supervisors of the center. Files and records of the center were examined and a number of individuals were interviewed intensively. Chapter 1 presents a historical survey of the development of the community mental health movement. Chapter 2 places the development of the training center in the context of social change in Pacific/Asian communities. Methodology and analysis of data are explained in Chapters 3, 4, and 5. Chapter 6, the concluding chapter, discusses the implications of this training experience. Data are presented on 22 tables and figures. Appendices provide the following: (1) the center's council by-laws; (2) intensive interview schedule; (3) survey of former stipend students; and (4) program evaluation questionnaire. Extensive references are included. (BJV)

ED 304 511 UD 026 696

Murata, Alice K., Ed.; Salvador-Burris, Juanita, Ed.
Issues in Community Research: Asian American Perspectives. Occasional Paper No. 5.
Pacific/Asian American Mental Health Research Center, Chicago, IL.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
REPORT NO.- ISBN-0-934584-04-04
PUB DATE- 80
NOTE- 56p.; Papers presented at a workshop celebrating the Silver Anniversary of Special Service for Groups, Inc. (Los Angeles, CA, November 16, 1977).
GRANT- DHEW-1-ROI-MH32820
AVAILABLE FROM- Pacific/Asian American Mental Health Research Center, 1033 West Van Buren Street, Chicago, IL 60607 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; Advocacy; *Asian Americans; Community Responsibility; *Community Study; Mental Health; Mental Health Programs; Minority Groups; Models; Moral Issues; *Pacific Americans; *Researchers; Research Methodology; *Research Problems; *Social Science Research
IDENTIFIERS- Community Mental Health Centers

This document comprises a collection of workshop papers addressing the issues of doing research on the complex social and human problems faced in any community from an Asian American perspective. The following topics are discussed: (1) the nature of community research; (2) the pros and cons of pure basic and applied research; (3) the nature and role of advocacy social science research; (4) the ethical responsibilities of community-based researchers to the community, and those of the community to the researcher; and (5) the problems of an outsider as opposed to those of an insider doing research on ethnic and racial minority groups. Contents are the following: (1) "Issues in Community Research" (F. J. Miyamoto); (2) "Research for What? Beyond Needs Assessment Research" (L. C. Hirata); (3) "Community Research among Asian Americans: Problematic Issues and Resolutions" (C. Loo); (4) "A New Model for Community-Action Research" (P. Park); and (5) "Community Research and the Asian American Mental Health Research Center" (W. T. Liu). A summary of audience discussion following the presentations and a section of conclusions are included. Some papers include brief lists of references. (FMW)

ED 304 512 UD 026 697

Steward, Robbie J.; Jackson, James
Academic Persistence and Black University Students' Perceived Personal Competencies.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Black Students; College Freshmen; *College Students; Dropout Programs; Higher Education; Longitudinal Studies; *Personality Traits; Self Concept; *Self Esteem; Student Characteristics
IDENTIFIERS- *White Colleges

This study of the correlation between the self-concept of black university students and their academic persistence supports previous research identifying the importance of self-efficacy in academic persistence. Forty of the 115 18-year-old, American-born black freshmen, who lived on campus at a large predominantly white university, volunteered to participate in the project. Twenty-four females and 16 males completed a Student Demographic Questionnaire (SDQ) and the Personal Competency Rating Scale (PCI). The PCI consists of 30 5-point Likert-type items designed to assess the extent to which individuals perceived themselves to possess competencies in the following areas: (1) social; (2) personal; (3) problem-solving; and (4) functional. A follow-up study of student enrollment status was performed immediately after the first semester of the participants' fourth academic year. Analysis was performed to determine the relationships among the following factors: (1) perceived personal competencies; (2) first-year grade point average (GPA); and (3) academic persistence over the four-year period. Findings indicate that those students who obtained higher freshman GPAs, and who perceived themselves as being more personally competent, tended to persist academically. Implications for the development of retention programs for black students on predominantly white campuses are discussed. Statistical data are included on four tables. A list of 12 references is also included. (FMW)

ED 304 513 UD 026 698

Steward, Robbie J.; Jackson, James
Black Acculturation into White Middle-Class: Who and at What Costs?
PUB DATE- 89
NOTE- 21p.; Uneven print density may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Black Students; *College Freshmen; *Competence; Higher Education; Middle Class Standards; Multiple Regression Analysis; Self Concept; Self Esteem; *Social Cognition; *Student Alienation; Values
IDENTIFIERS- Just World Scale (Rubin and Peplau); *White Colleges

This study examines the impact of world view and perceived personal competencies on feelings of alienation of black second-semester freshmen on a predominantly white university campus. Forty of the 120 18-year-old, American-born black freshmen volunteered as participants. Twenty-four females and 16 males completed the following instruments: (1) the Student Demographic Questionnaire (SDQ), (2) the Personal Competency Rating Scale (PCI), (3) the Just World Scale (JWS), and (4) the University Alienation Scale (UAS). Data from these responses were analyzed to determine the relationships among perceived personal competencies, degree of feelings of alienation, and belief in a just world. Multiple regression analyses were employed to find the contribution of the belief in a just world and perceived personal competencies to the variability within feelings of alienation from the university. Results indicated that black students who had accepted white middle-class values and tended to believe in a just world expressed feelings of alienation to a lesser degree than those who had not. Such students also tended to perceive themselves as more competent overall than those who believed in a just world to a lesser extent. The implications of the findings for the self-concept of black students on a predominantly white campus are discussed. Statistical data are included on four tables. A list of 17 references is also included. (FMW)

ED 304 514 UD 026 699

Preparing Students To Work Effectively with Diverse Students in Multicultural Settings. Final Report.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 88
NOTE- 101p.
GRANT- 400-85-1040
AVAILABLE FROM- Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Curriculum Development; Elementary Education; *Elementary School Teachers; Experimental Programs; Higher Education; *Inservice Teacher Education; *Multicultural Education; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Student Teaching; Teacher Education; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Collaboratives; Madison Public Schools WI; University of Wisconsin Madison

This document describes a two-year elementary teacher education program conducted jointly by the Madison Metropolitan School District and the University of Wisconsin-Madison. The program focused on developing more effective strategies for school-university collaboration in preparing students to teach effectively a racially, ethnically, and socioeconomically diverse student population. The report is divided into three parts. Part A, "Project Portrayal," describes and evaluates the program, which inaugurates significant alterations in the following aspects of the traditional teacher education program: (1) organizational structure (creation of a student cohort, use of three "clinical training sites"); (2) instructional roles (creation of position, "clinical teacher-supervisor"); and (3) preservice curriculum (emphasis on multicultural education). The evolution of the program is outlined, and major issues, strategies, and collaboration approaches

discussed. The following major outcomes are discussed: (1) collaboration as a school, university, and community activity; (2) integration of school and university-based teacher education; (3) support systems at the school and university level; (4) integration of multicultural education into university and field-based curriculum and instructional strategies; (5) the role of the clinical teacher supervisor; and (6) the effects of the cohort group. Part B is a draft of the program assessment report. Part C is a practice profile. Appendices to parts A and B provide additional data, including an outline of approach to multicultural education, three tables, and the evaluation instruments. Nine references are included. (BJV)

ED 304 515 UD 026 701

Gross, Susan
Participation and Performance of Women and Minorities in Mathematics. Volume I: Findings by Gender and Racial/Ethnic Group.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 88
NOTE- 388p.; For Executive Summary, see UD 026 676.
GRANT- NSF-MDR-8470384
AVAILABLE FROM- Department of Educational Accountability, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary School Mathematics; *Elementary School Students; Elementary Secondary Education; *Females; Hispanic Americans; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Mathematics Teachers; *Minority Groups; Parent Attitudes; Racial Differences; School Surveys; *Secondary School Mathematics; Secondary School Students; Sex Differences; Student Attitudes; Teacher Attitudes; Urban Schools
IDENTIFIERS- *Mathematics Participation; *Montgomery County Public Schools MD

This document is the first volume of a two-volume study that explores the gender and racial/ethnic factors contributing to differential participation and performance in mathematics by elementary and secondary school students in the Montgomery County Public Schools (Maryland). This first volume contains an introduction and three major sections. Section I, "Conceptual Framework," comprises the following chapters: (1) "Review of the Literature"; and (2) "Methods." Section II, "Findings Related to Mathematics Participation and Achievement by Gender and Racial/Ethnic Group," comprises the following chapters: (1) "Mathematics Enrollment and Achievement at the High School Level"; and (2) "Progress and Performance in a K-8 Mathematics Curriculum." Section III, "Findings Related to Attitudes and Beliefs About Mathematics by Gender and Racial/Ethnic Group," comprises the following chapters: (1) "Students' Attitudes and Beliefs About Mathematics"; (2) "The Home Environment--Parental Attitudes, Beliefs, Expectations, and Support"; (3) "The School Environment: Teachers', Counselors', and Principals' Attitudes and Expectations Concerning Mathematics for Students"; and (4) "Summary and Recommendations." Statistical data are included on 72 tables and 7 graphs. The appendices include a list of 48 references, lists of mathematics curriculum objectives, copies of the data collection instruments, and the following statistical data: (1) course enrollment, grades, and California Achievement Test performance by gender and racial/ethnic group; (2) responses to student questionnaires; (3) responses to parent questionnaires; and (4) responses to teacher and counselor questionnaires. (FMW)

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